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ABSTRACT

This manual first explains the system for classifying reading objectives developed for System for Objectives-Based-Evaluation--Reading (SOBE-R) and then presents the objectives themselves. The classification system is designed to facilitate the selection of behavioral objectives in the subject area of reading, here divided into six general categories: multisensory readiness skills, decoding skills, vocabulary skills, comprehension, location and study skills, and reading in the content areas. Each of these categories is in turn divided into subcategories, which may be broken down further into second and third order differentiations, the rather specific goals from which the behavioral objectives have been derived. These generic behavioral objectives may then be modified to fit the local reading needs or, in many cases, may be used to generate several more specific objectives, which become the real behavioral goals of instruction. The complete hierarchy of each of the six categories is given. (Author/TO)

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A System of Objectives in Reading*

A Draft Manual for the Selection of Reading Objectives in Project SPPED

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November 1971

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*Adapted with minor changes from a manual, "System for Objectives-Based-Evaluation-Reading," prepared by the Center for the Study of Evaluation, University of California at Los Angeles. This manual contains an interim set of objectives to be used in SPPED reading projects until the complete NYSED set becomes available. The NYSED set, although more extensive, will be compatible with the classification system set for SOBE-R.

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1. Introduction

This manual first explains the system for classifying reading objectives developed for SOBE-R. Secondly, the manual presents the set of reading objectives developed for SOBE-R.

This manual instructs the reader to select a set of generic reading objectives through the use of a classification system with four levels. The use of the classification system eventuates in the selection of the generic behavioral objectives for reading. These generic objectives may in turn be modified to fit local reading needs. For example, a generic objective selected for the local reading program might be:

> Given a picture of a child expressing an emotion,
> the learner will orally describe the emotion.

The user will eventually "fill in" the types of pictures to be given and thus identify the types of emotions to be presented. Further constraints may be laid on the description of the emotion to be provided by the child, e.g., the learner may describe the emotion as "happy," "glad," etc. In this way the generic objective may be used to generate several more specific objectives, which in turn become the real behavioral goals of instruction.

It is not always necessary to generate specific objectives from a generic objective, such as in the following:

> Given upper case letters in manuscript, the learner
> will say each letter name.

Obviously, all upper case letters are to be said by the student in response to each letter presentation; the generic objective is thus sufficient to imply the entire task.

However, in other areas of reading, such as vocabulary, the generic objective (same as above) should be properly associated with a specific set of vocabulary items, level by level. For example, with:

Given a word orally, the student says the word.

...the word list to be presented should be specifically identified, and each word is part of a specific objective.

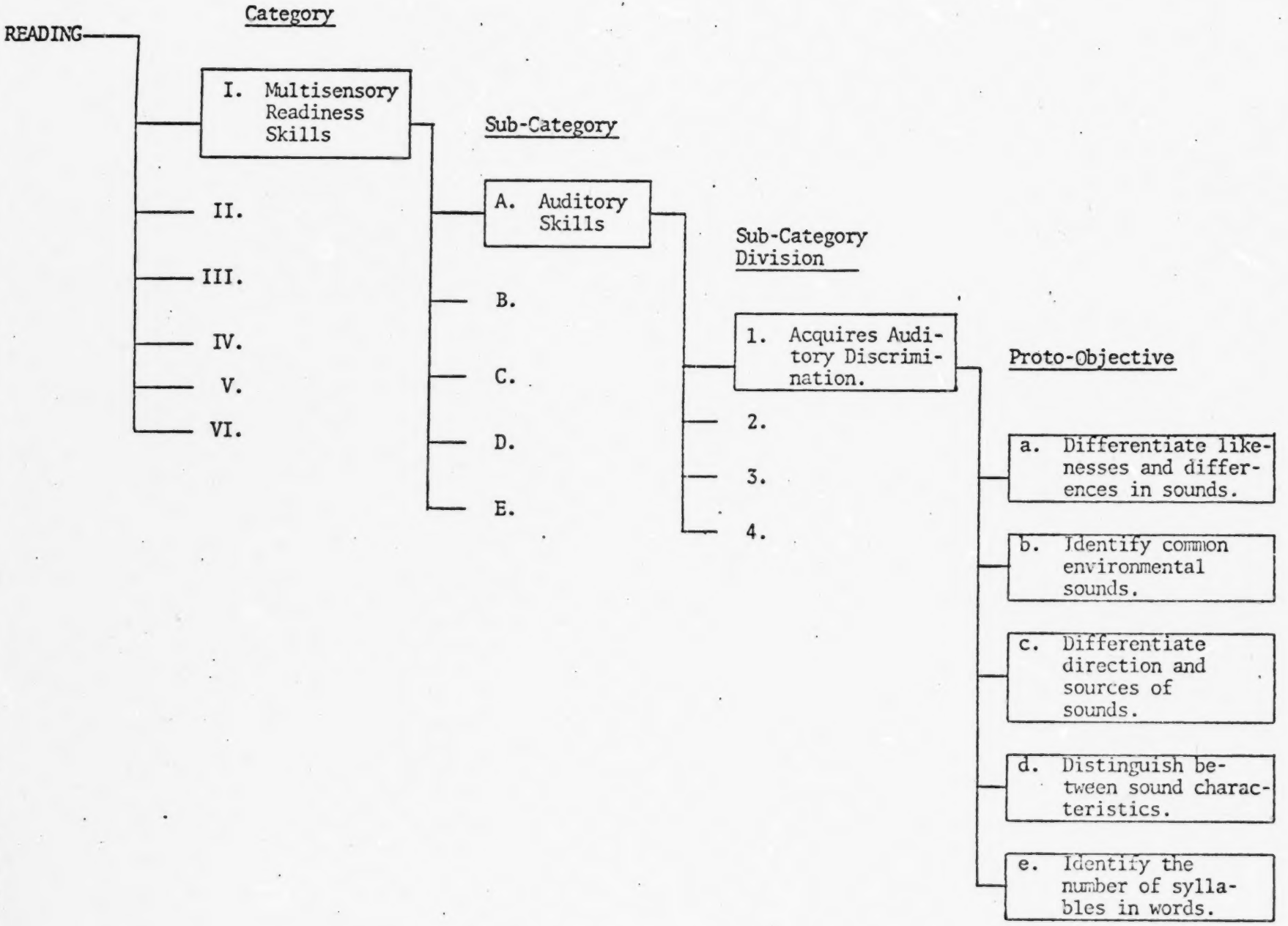
The extent to which the generic objectives in SOBE-R are to be modified is a matter of judgment. Objectives, after all, define the curriculum, and need only be specific enough to identify instructional ends for the teaching staff involved.

2. The Classification System

A. Organization: The Classification System has been designed to facilitate the selection of behavioral objectives in the subject area of reading. To this effect, the domain of reading is divided into six general Categories. Each of these main Categories is in turn divided into Sub-Categories, which may be broken down further into second and third order differentiations within the classification system. The degree of differentiations varies from Category to Category, but in the terminal branches of the system each general Category attains the level of Proto-Objectives, the rather specific goals from which the behavioral objectives have been derived.

For reference purposes, levels of differentiation in each Category have been coded. The six Categories are designated by the Roman numerals I through VI. Sub-Categories are designated by upper case letters. Differentiations beyond the Sub-Category are designated by Arabic numerals, and, where the differentiation process of the Classification System has been extended to a further degree of specification System has been extended to a further degree of specificity, by lower case letters.

An example of this differentiation process appears on the next page. Note that the Category, Multisensory Readiness Skills, is labeled with the Roman numeral I; the Sub-Category, Auditory Skills, is labeled with the


READING
Category
I. Multisensory Readiness Skills
II.
III.
IV.
V.
VI.
Sub-Category
A. Auditory Skills
B.
C.
D.
E.
Sub-Category Division
1. Acquires Auditory Discrimination.
2.
3.
4.
Proto-Objective
a. Differentiate likenesses and differences in sounds.
b. Identify common environmental sounds.
c. Differentiate direction and sources of sounds.
d. Distinguish between sound characteristics.
e. Identify the number of syllables in words.

upper case letter A; the Sub-Category Division is labeled with the Arabic numeral 1; and the Proto-Objectives are labeled with lower case letters a through e.

B. Content: Because the domain of reading as embodied in the Categories, Sub-Categories, and Proto-Objectives of the Classification System has been designed to be self-explanatory, the following introduction to the content is intended to provide an orientation to the hierarchy rather than a complete explication. Any question which may exist in regard to the exact meaning of a given Category, Sub-Category, or Proto-Objective can best be resolved by referring to the behavioral objectives which have been designed to expand upon the Proto-Objectives of the hierarchy.

The six general Categories of reading are as follows:

Category

I. Multisensory Readiness Skills

II. Decoding Skills

III. Vocabulary Skills

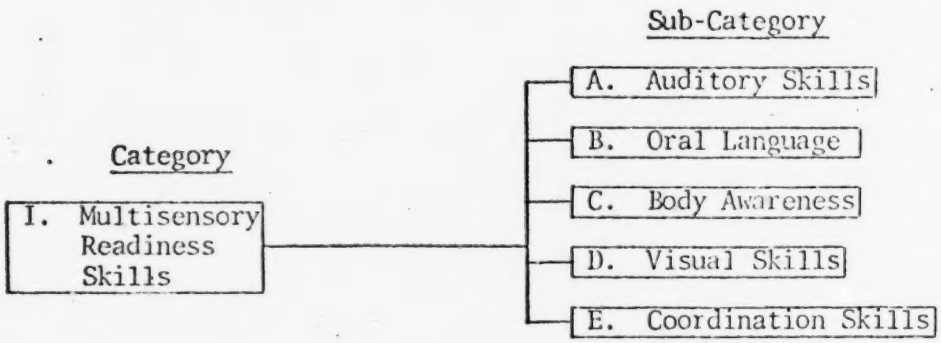
IV. Comprehension

V. Location and Study Skills

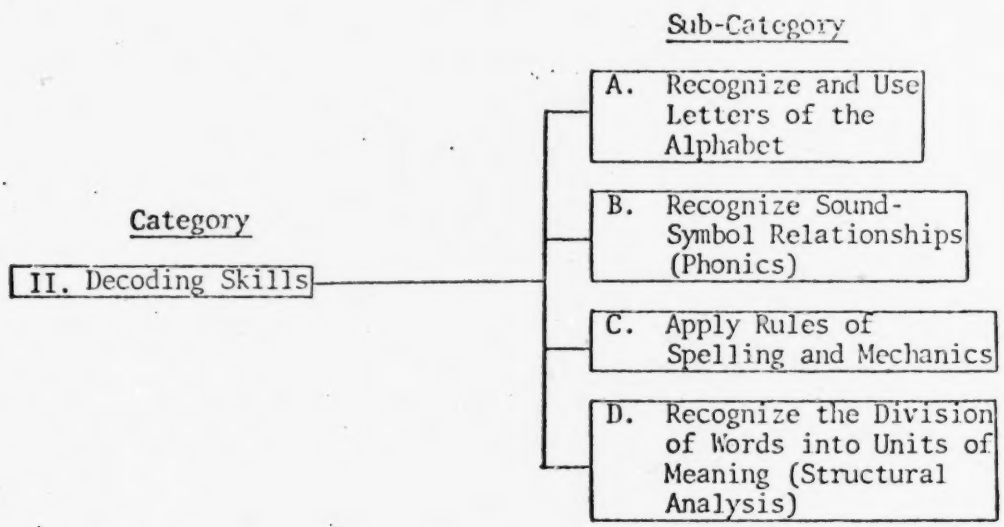
VI. Reading in the Content Areas

The first two Categories, Multisensory Readiness Skills and Decoding Skills, relate most strongly to beginning reading, although in each Category there are also subgoals appropriate to more advanced reading.

Multisensory Readiness Skills comprises five Sub-Categories:

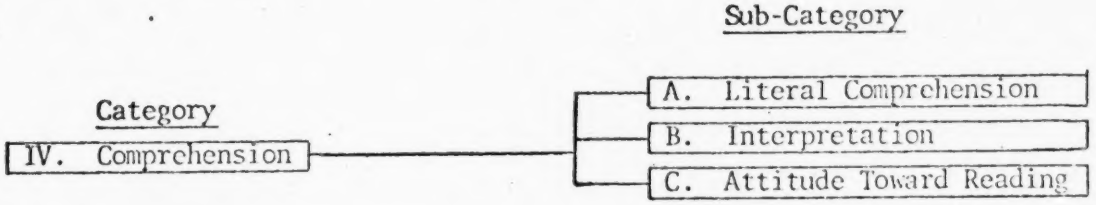


Decoding Skills is divided into four Sub-Categories:

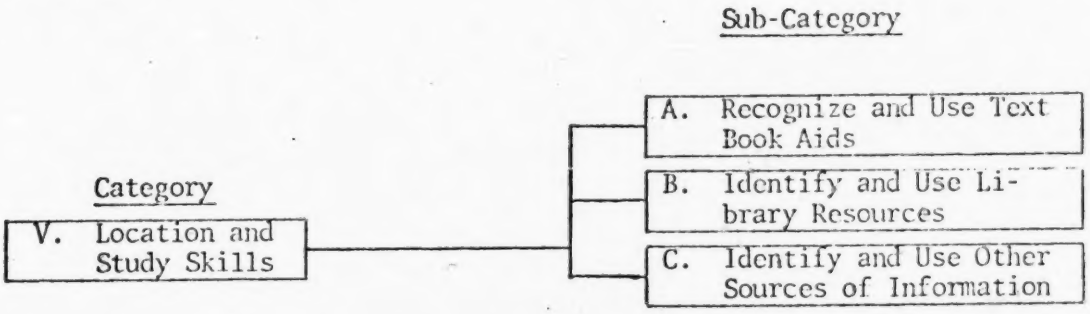

Sub-Category
Category
II. Decoding Skills
A. Recognize and Use Letters of the Alphabet
B. Recognize Sound-Symbol Relationships (Phonics)
C. Apply Rules of Spelling and Mechanics
D. Recognize the Division of Words into Units of Meaning (Structural Analysis)

The next two Categories of the Classification System, Vocabulary Skills and Comprehension, contain goals important to reading at any skill level. The Category of Vocabulary Skills (Category III) contains goals related to the acquisition of new words, to the historical origins of words, and to the connotations and denotations of words. The branching process for this particular Category bypasses all other sub-divisions until the level of Proto-Objectives.

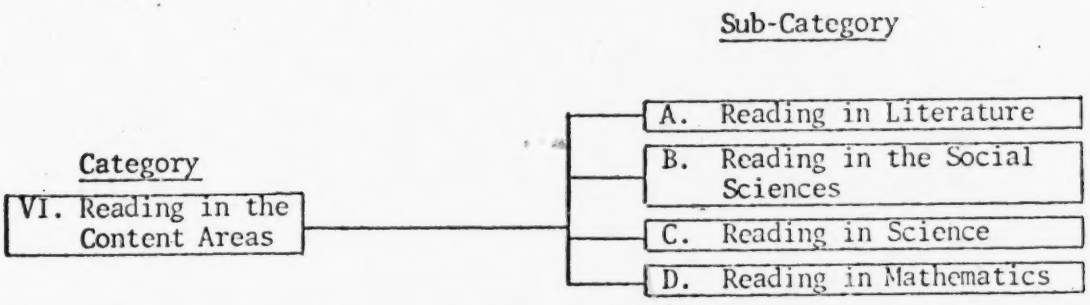
The Category of Comprehension is concerned with literal and figurative meaning, and with affective responses to reading. It is sub-divided into three Sub-Categories:



The last two Categories, Location and Study Skills, and Reading in the Content Areas, contain goals which are most appropriate to more advanced levels of reading competence. Location and Study Skills is divided into three Sub-Categories:


Sub-Category
Category
V. Location and Study Skills
A. Recognize and Use Text Book Aids
B. Identify and Use Library Resources
C. Identify and Use Other Sources of Information

The Category of Reading in the Content Areas is divided into four Sub-Categories:



A complete overview of the subject of reading, which reveals the branching process beyond the Sub-Category level referred to above and which includes the Proto-Objectives for each of the six general Categories, is found in Section One.

On the first page of the Classification System (p. 17) are listed the six general Categories. On the second page (p. 18), the Categories and their Sub-Categories are listed. Beginning with the third page (p. 19), the Sub-Categories are broken down into Sub-Category Divisions and/or Proto-Objectives. Each page is coded for easy reference. On the left hand side of the page appears the Category number and designation. The right hand side of the page is coded so as to serve the same function as guide words in the dictionary; that is, they reveal the s ction of the hierarchy included in a given page. For example, page three of the classification system is coded I. Multisensory Readiness Skills in the upper left hand corner, and IA1a-IA4f on the upper right. This tells you that this section of the hierarchy is a part of Category I, and that the page includes the entire breakdown for Sub-Category A to the level of its Proto-Objectives.

The classification system is designed to facilitate the selection of objectives which are contained in Section Two.

3. The Bank of Behavioral Objectives

Section Two contains the Behavioral Objectives which have been derived from the Proto-Objectives of the Classification System. At least one Behavioral Objective has been written for each Proto-Objective and, in most cases, several such objectives have been formulated. Behavioral Objectives differ from Proto-Objectives in that they are more precise in the sense that they delineate the content and tend to require more specific behaviors. Further, they are more likely to be geared to a particular level of reading competence. In addition, they often contain, as an integral part of the objective, a description of the conditions required for measuring performance and criteria or standards for evaluating that performance. Problems associated with conditions and criteria are discussed in Appendix A.

To find the behavioral objectives which have been derived from a given Proto-Objective, the code number designated for each Proto-Objective is utilized. If you will refer back to the example of the differentiation process provided on page 4, you will observe that five Proto-Objectives are listed. Each of these carries a code number determined by its place in the branching pattern. For example, the first Proto-Objective listed, "Differentiate likenesses and differences in sounds," which itself is labeled a, is coded I-A-1-a. The "I" refers to the Category of Multisensory Readiness Skills; the "A" refers to the Sub-Category, Auditory Skills; the "1" refers to the Sub-Category Division, Acquires Auditory Discrimination; and, finally, the "a" refers to the label of the Proto-Objective. To find the code number of any Proto-Objective, then, one simply refers back to its derivation from Categories and Sub-Categories in the hierarchy.

For another example, refer to page 25 of the Classification System. Here the second Category, Decoding Skills, is revealed. Note that there are four Sub-Categories listed for Decoding Skills, and that on the next page Sub-Category A, Recognize and Use Letters of the Alphabet, is broken down into Proto-Objectives. The Category of Decoding Skills contains only three levels of differentiation as opposed to Category One, which has four. Therefore, the first Proto-Objective listed is labeled 1 instead of a. This Proto-Objective, Recognize Manuscript Letters, is coded II-A-1.

Finally, turn to page 29 of the hierarchy, for the fourth Category, Comprehension. This Category contains three Sub-Categories: A. Literal Comprehension; B. Interpretation; and C. Attitude Toward Reading. To select behavioral objectives for the second Proto-Objective listed under Sub-Category C, Attitude Toward Reading, which is Read for Enjoyment, the

code number IV-C-2, would be used.

Having obtained the code number for the Proto-Objective in question, then, one turns to Section Two to find Behavioral Objectives derived from this Proto-Objective. At the top of the page are two numbers, one on the left-hand side of the page and the other on the right. These numbers serve the same function as do guide words in the dictionary; they reveal what behavioral objectives are included on a given page. Thus, the first page of Section Two has the code number I-A-1-a on the left, and the number I-A-2-a on the right. This indicates that behavioral objectives derived from Proto-Objectives coded by these numbers will be included on that page.

4. The Process of Selection

Thus far we have described the Classification System and the Bank of Behavioral Objectives. The question still remains: How are objectives to be selected?

What we will recommend in this section is a general scheme for the selection of objectives which potentially can be used at any level of decision-making.

Step 1: A team of teachers representing the various reading levels in question should be assigned to this task and, whenever possible, be aided by a reading specialist. We have found it is not only easier for teachers to work together for this purpose, but that the procedure itself promotes curriculum integration, stimulating an exchange of ideas on the part of teachers working at various levels, and facilitating consensus about what can and should realistically be achieved at a given level of reading in order to prepare the student for the expectations of teachers at higher levels.

Step 2: The next concern is to set the task. We will assume that the

task is to select goals appropriate to all or nearly all of the school population. Supplementary goals may have to be added in consideration of the individual differences existing in any classroom. For a more detailed discussion of problems of selection, see Appendix B.

It should be emphasized that the ultimate end of the process of selecting objectives is to define the curriculum, i.e., what the students are to learn. What is to be assessed or measured in relation to the curriculum, once defined as a set of objectives, is another question. Generally, the measurement question is decided on the basis of considerations given to determing the readiness of school staff to participate in different levels of evaluation of individuals and programs. Before evaluation can be considered, however, the program must be defined in relation to a set of behavioral objectives at some level. Generally, a good starting point for defining the curriculum of a program is to select or state a set of basic or minimum objectives.

Step 3: Once the task has been defined, the group of individuals charged with the process of selection begins with an examination of the Proto-Objectives. Decisions are made about each Proto-Objective in turn, and these decisions are based upon grade, age, or attainment level considerations. It is easiest to demonstrate this process by using an example. Let us suppose that the Proto-Objective under consideration is Recognize Manuscript Letters. The question becomes: is this Proto-Objective an essential goal for the first grade; is it a supplementary goal for the first grade; is it a goal which is important to reading, but not appropriate at the first grade level; or is the goal irrelevant to reading? (The category of "irrelevant" is applicable in several instances: if it is considered not a goal at all, but an activity, or if it is an insignificant goal, or if it is important, but not a part of the reading teacher's responsibility.) The goal, Recognize Manuscript Letters, should be put in one of

these four categories for each grade level under consideration. Let us assume that it is considered Essential at the first grade level. The same question is asked at the second grade level, the third, the fourth, and so on. Perhaps the fourth grade teacher feels that to Recognize Manuscript Letters is an important goal, indeed, but that it is not appropriate for assessment considerations at the fourth grade level because it should be taught at an earlier grade. This Proto-Objective will then be marked Not Appropriate for fourth grade, although it may have been marked as an Essential goal for the first, second, and third grade.

On the other hand, suppose the Proto-Objective under consideration is Apply rules of punctuation and capitalization. Teachers from the first three grades may categorize it as Not Appropriate for these grade levels, but the fourth grade teacher may believe that such an objective ought to be taught at the previous grade levels, and has customarily designed to struction on this assumption. In this case, a uniform decision must be reached regarding the importance of the goal, and the grade level at which the goal should be tested.

A unanimous decision should be reached, then, about each Proto-Objective at each grade level under consideration. Obviously, differences of opinion will exist, but hopefully concurrence can be achieved by the group, since such concurrence is essential to integration of the curriculum. We have found that a useful technique to achieve unanimity is to appoint a chairman for the group whose responsibility it is to promote agreement and, when such agreement fails, whose responsibility becomes that of making a final decision.

Step 4: Once the Proto-Objectives have been decided upon, the group

then turns to the selection of Behavioral Objectives. Using the code number system described above, the Behavioral Objectives derived for each Proto-Objective are examined, and a selection is made based upon the testing requirements appropriate to each grade level. Finally, on the basis of the objectives selected, tests are assembled for each grade level to be assessed.

In order to facilitate the third step of the selection of objectives, we have included a form which appears on pages 37-50. You will note that on the left-hand side of the page all of the Proto-Objectives have been listed. The right hand side of the page contains categories for each grade level. For each Proto-Objective, a decision can be made as to whether it is Essential, Supplementary, Not Appropriate, or Irrelevant for the grade level, on the basis of the system described above. If you choose to use this form, you can simply reproduce it in the numbers needed for you purposes.

Once the process described above has been completed, the user is equipped with an intial set of components of the reading curriculum. This initial set of objectives may be further expanded by adding word lists, additional objectives, and so on, until a basic set of objectives for the reading curriculum has been identified. From there, the user is ready to consider issues relating to evaluation of curricula, programs, and student performance.

APPENDIX A

The present field-test edition of SOBE-R provides only a preliminary presentation of SOBE-R. Therefore many objectives in the collection contain neither a description of conditions required for measuring performance nor criteria for determining the acceptability of that performance. In such cases it may be necessary for the user to provide these conditions or criteria.

The following objective from the collection provides an example of an objective which does not contain a condition for performance nor criteria for evaluation:

> After reading about a current social, political, or economic problem or controversial issue, the learner will propose a reasonable solution to the problem.

Although this is a potentially measurable objective, in it present form the user is not given sufficient data to accomplish such measurement. It will be necessary to determine, first of all, under what conditions the learner will be asked to perform. That is, is he to be given the reading materials, or must he do his own research and provide them for himself? Is the learner to propose his solution at home, with all the material available to him for consultation, or during classroom time, with no materials available to him? How much time is to be allowed the learner? These questions, all relating to the conditions for performance, should be resolved by the user.

Moreover, the objective calls for the learner to propose a "reasonable" solution to a problem. But what constitutes a reasonable solution? What must be included in an answer in order for that answer to be considered acceptable by the teacher or evaluator? Criteria for evaluation of the student's answer will have to be provided in order that the same standards

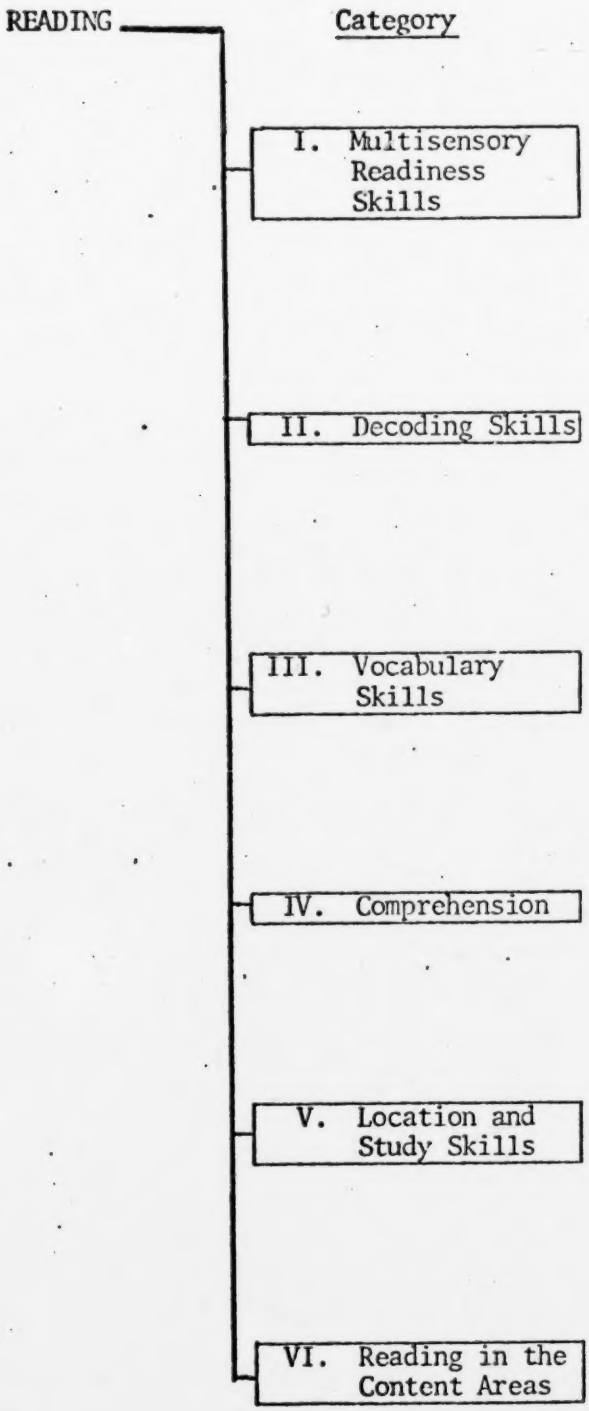
be consistently applied to all student productions. The criteria might include such stipulations as the following: the solution must address itself to the problem at hand; the solution must be internally consistent; the solution must be feasible, etc.

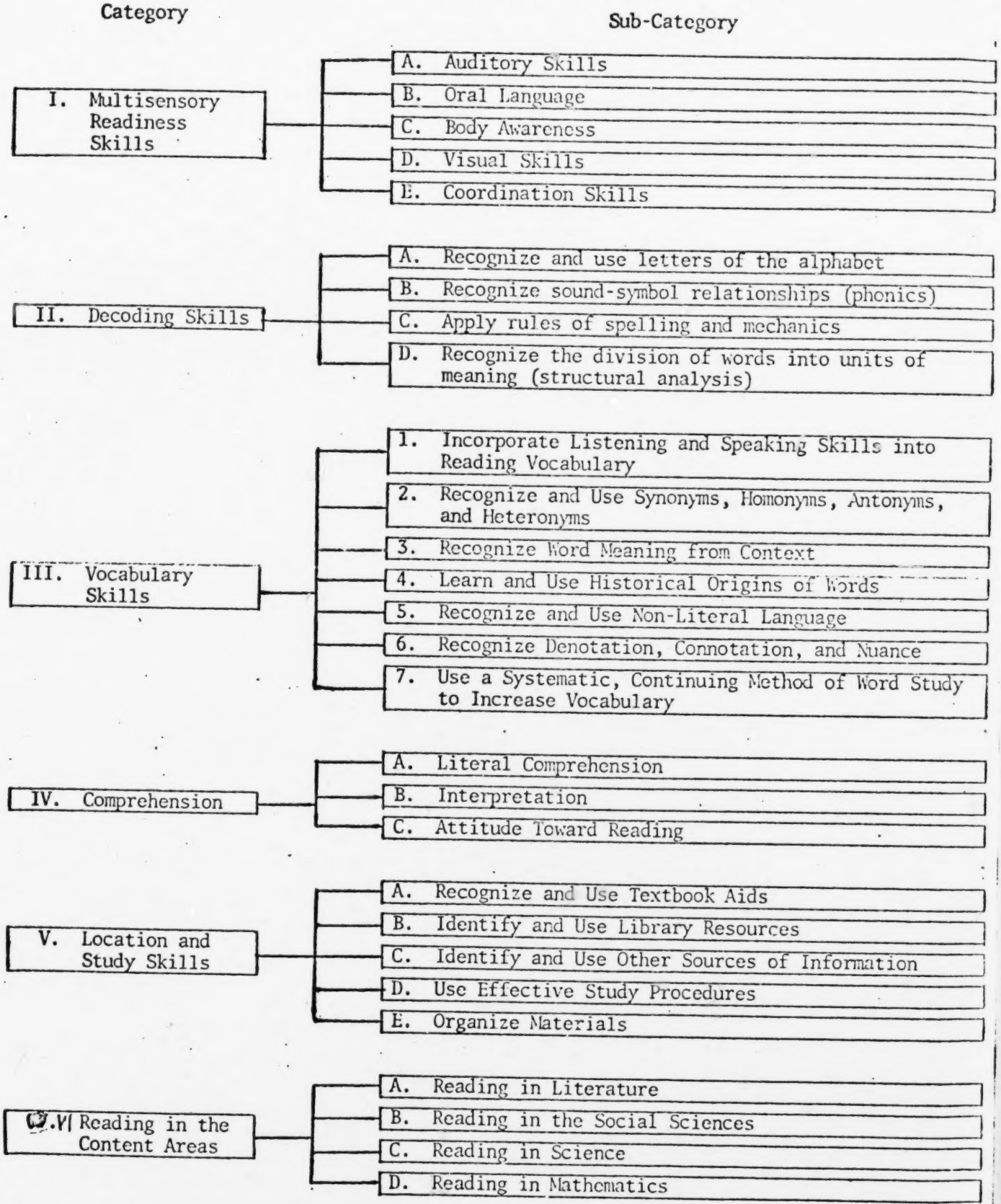
Obviously, not all of the objectives in this collection present the magnitude of problems implicit in the example referred to above. Nevertheless, users of these materials must be alert to the issues involved in ensuring that objectives selected are rendered measurable.

APPENDIX B

Setting the Task: One of the most important considerations in the selection of objectives is the decision as to whom the objectives are to be selected for. That is, are these objectives to be designed for achievement by all students or are they to represent objectives appropriate to a select group of students? It is important to realize that all objectives selected should be achieved at the 90 percent level or better by some relevant student or student body. A minimal set, for example, might be selected for all students as minimum requirements (necessary levels of reading performance for a minimum level of adaptation to life). Objectives selected as "more advanced" or "more difficult" are likewise to be achieved at the 90 percent level or better, but not necessarily by all students.

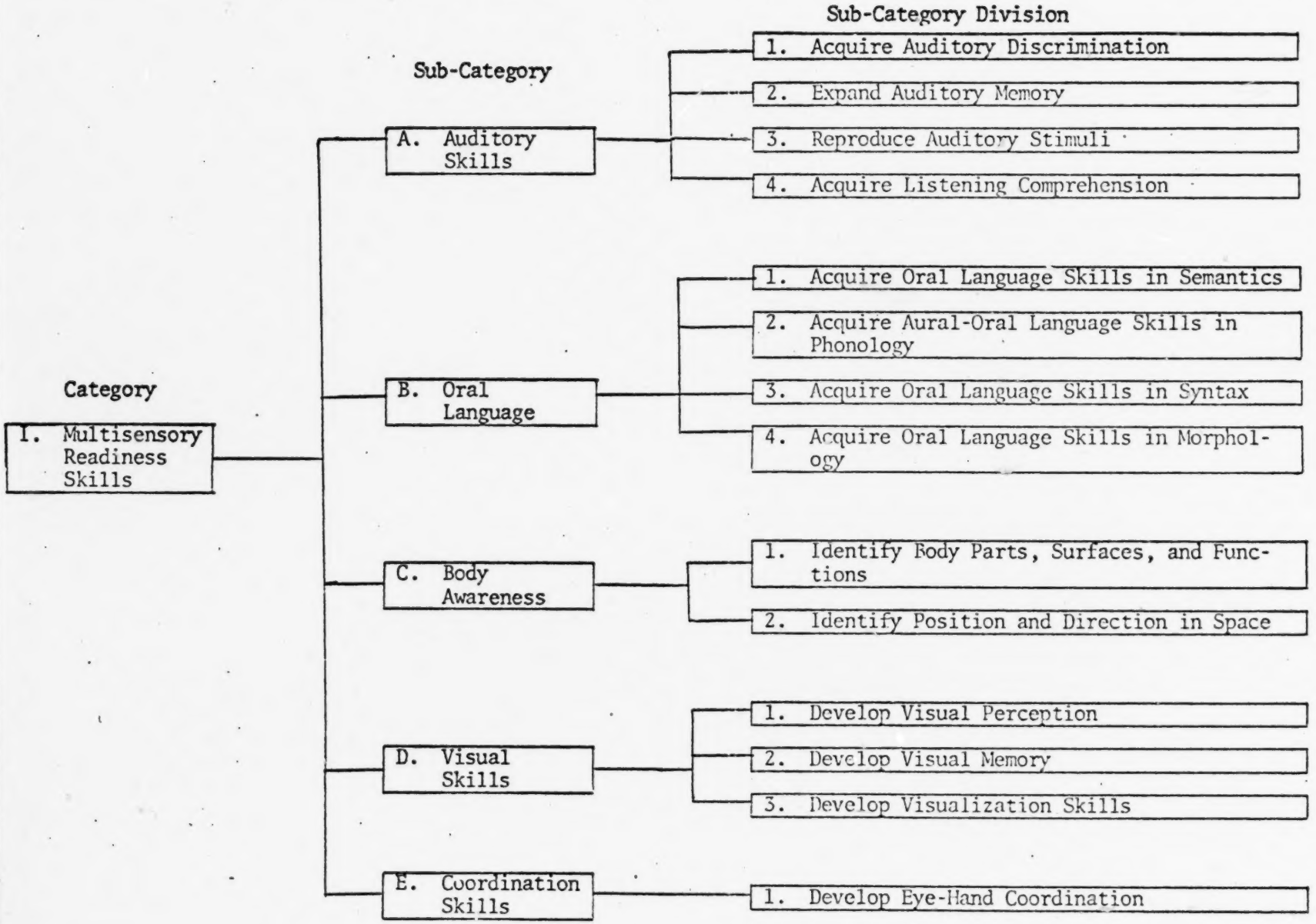
Objectives not included in a minimal set a given level are generally of three types: (a) enrichment objectives which represent those activities labeled as "fun," "interesting," etc.; (b) the next higher level in the minimal set in the case where instruction allows free movement of students between levels; and (c) a curriculum strand of difficult reading objectives not included in the minimal set at all, but included for students who can advance well beyond minimum reading levels and activities. In the process of selecting and classifying reading objectives, it is important early on to give consideration to both minimal and advanced sets of objectives and apply a proper system of identifying labels.


READING
Category
I. Multisensory Readiness Skills
II. Decoding Skills
III. Vocabulary Skills
IV. Comprehension
V. Location and Study Skills
VI. Reading in the Content Areas


Category
Sub-Category
I. Multisensory Readiness Skills
A. Auditory Skills
B. Oral Language
C. Body Awareness
D. Visual Skills
E. Coordination Skills
II. Decoding Skills
A. Recognize and use letters of the alphabet
B. Recognize sound-symbol relationships (phonics)
C. Apply rules of spelling and mechanics
D. Recognize the division of words into units of meaning (structural analysis)
III. Vocabulary Skills
1. Incorporate Listening and Speaking Skills into Reading Vocabulary
2. Recognize and Use Synonyms, Homonyms, Antonyms, and Heteronyms
3. Recognize Word Meaning from Context
4. Learn and Use Historical Origins of Words
5. Recognize and Use Non-Literal Language
6. Recognize Denotation, Connotation, and Nuance
7. Use a Systematic, Continuing Method of Word Study to Increase Vocabulary
IV. Comprehension
A. Literal Comprehension
B. Interpretation
C. Attitude Toward Reading
V. Location and Study Skills
A. Recognize and Use Textbook Aids
B. Identify and Use Library Resources
C. Identify and Use Other Sources of Information
D. Use Effective Study Procedures
E. Organize Materials
VI. Reading in the Content Areas
A. Reading in Literature
B. Reading in the Social Sciences
C. Reading in Science
D. Reading in Mathematics

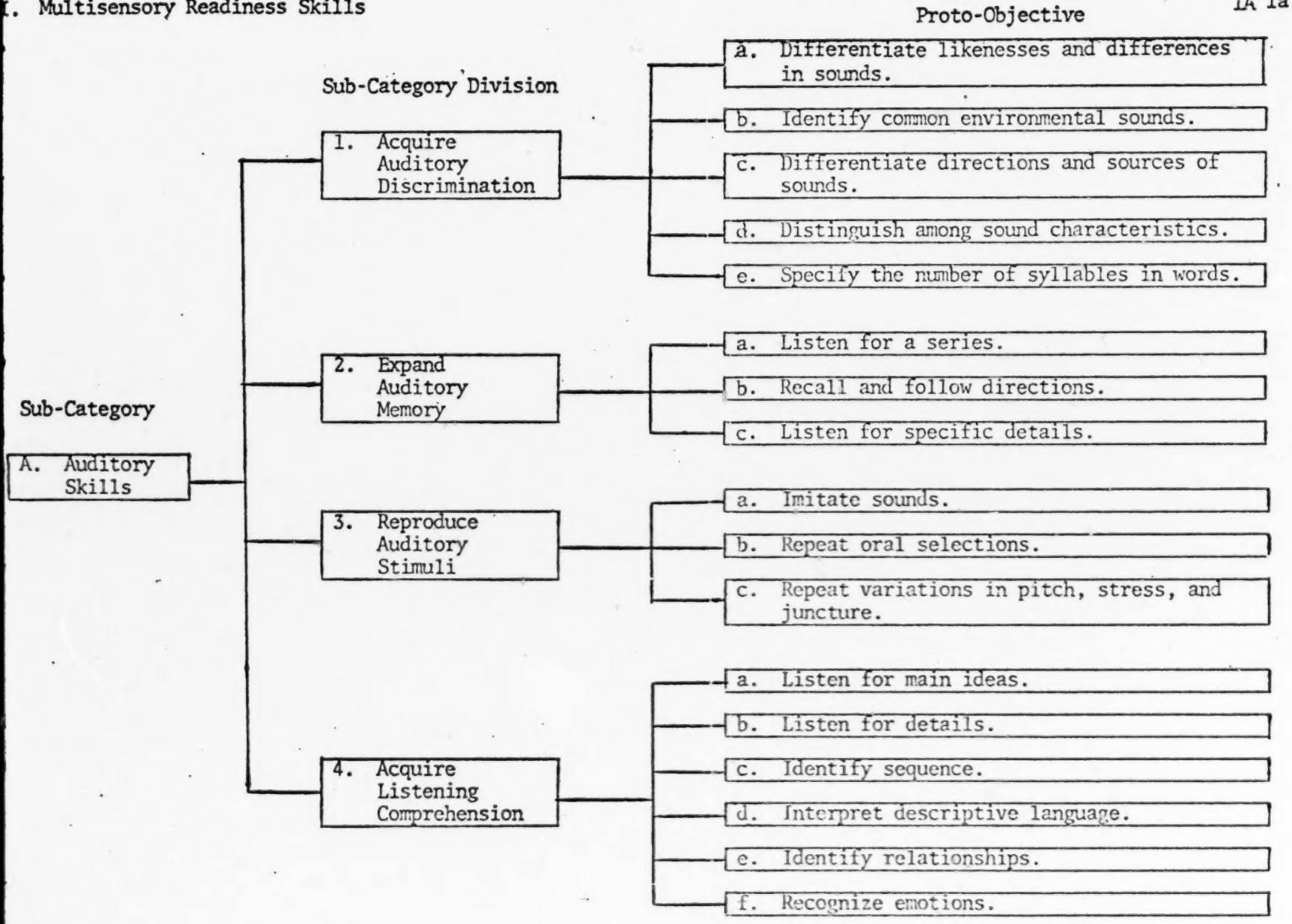
I. Multisensory Readiness Skills

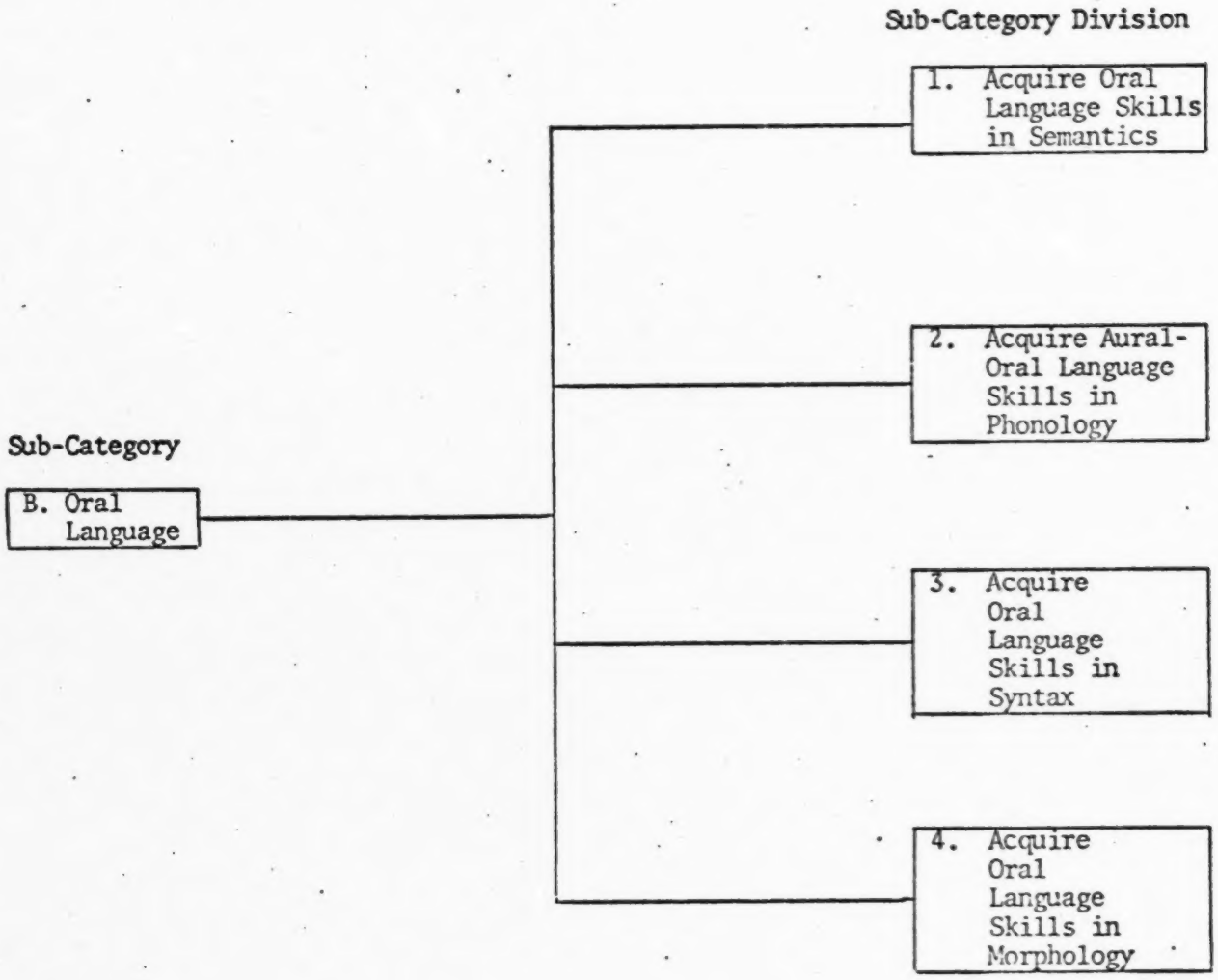
I.A.1. - I.E.1


Category
I. Multisensory Readiness Skills
Sub-Category
A. Auditory Skills
B. Oral Language
C. Body Awareness
D. Visual Skills
E. Coordination Skills
Sub-Category Division
1. Acquire Auditory Discrimination
2. Expand Auditory Memory
3. Reproduce Auditory Stimuli
4. Acquire Listening Comprehension
1. Acquire Oral Language Skills in Semantics
2. Acquire Aural-Oral Language Skills in Phonology
3. Acquire Oral Language Skills in Syntax
4. Acquire Oral Language Skills in Morphology
1. Identify Body Parts, Surfaces, and Functions
2. Identify Position and Direction in Space
1. Develop Visual Perception
2. Develop Visual Memory
3. Develop Visualization Skills
1. Develop Eye-Hand Coordination

I. Multisensory Readiness Skills

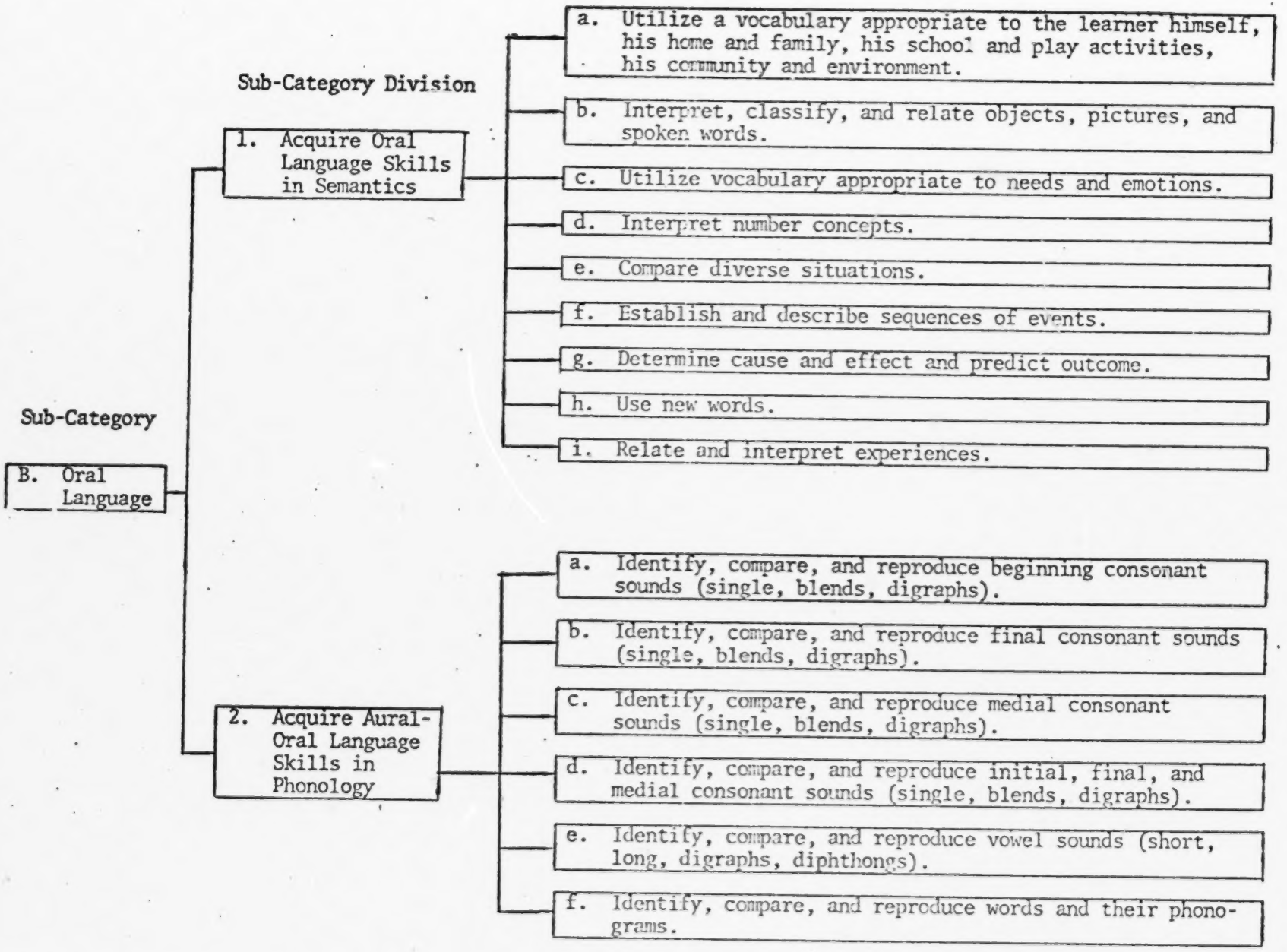
IA 1a - IA 4f

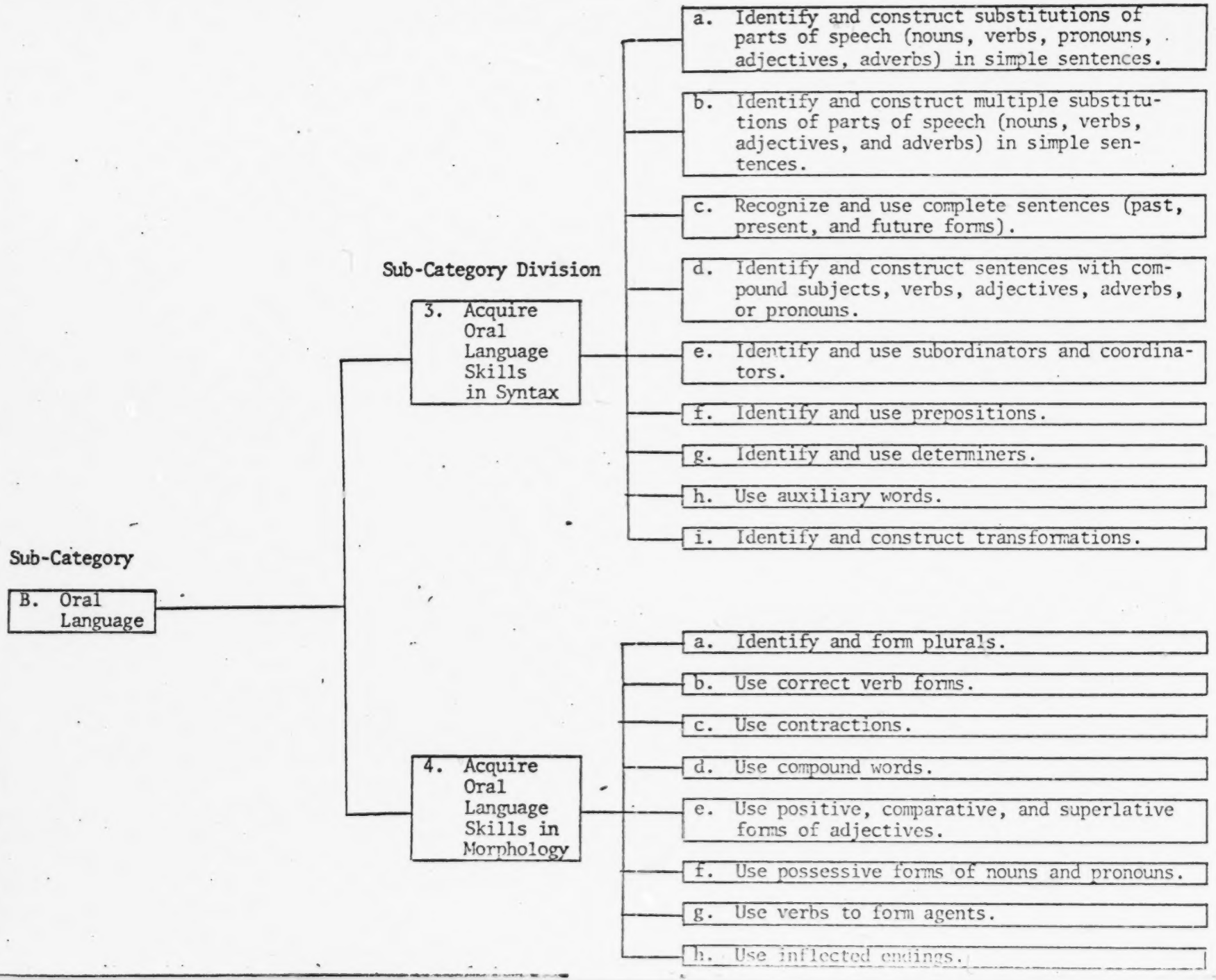

Proto-Objective
Sub-Category Division
Sub-Category
A. Auditory Skills
1. Acquire Auditory Discrimination
a. Differentiate likenesses and differences in sounds.
b. Identify common environmental sounds.
c. Differentiate directions and sources of sounds.
d. Distinguish among sound characteristics.
e. Specify the number of syllables in words.
2. Expand Auditory Memory
a. Listen for a series.
b. Recall and follow directions.
c. Listen for specific details.
3. Reproduce Auditory Stimuli
a. Imitate sounds.
b. Repeat oral selections.
c. Repeat variations in pitch, stress, and juncture.
4. Acquire Listening Comprehension
a. Listen for main ideas.
b. Listen for details.
c. Identify sequence.
d. Interpret descriptive language.
e. Identify relationships.
f. Recognize emotions.


Sub-Category Division
1. Acquire Oral Language Skills in Semantics
2. Acquire Aural-Oral Language Skills in Phonology
Sub-Category
B. Oral Language
3. Acquire Oral Language Skills in Syntax
4. Acquire Oral Language Skills in Morphology

I. Multisensory Readiness Skills

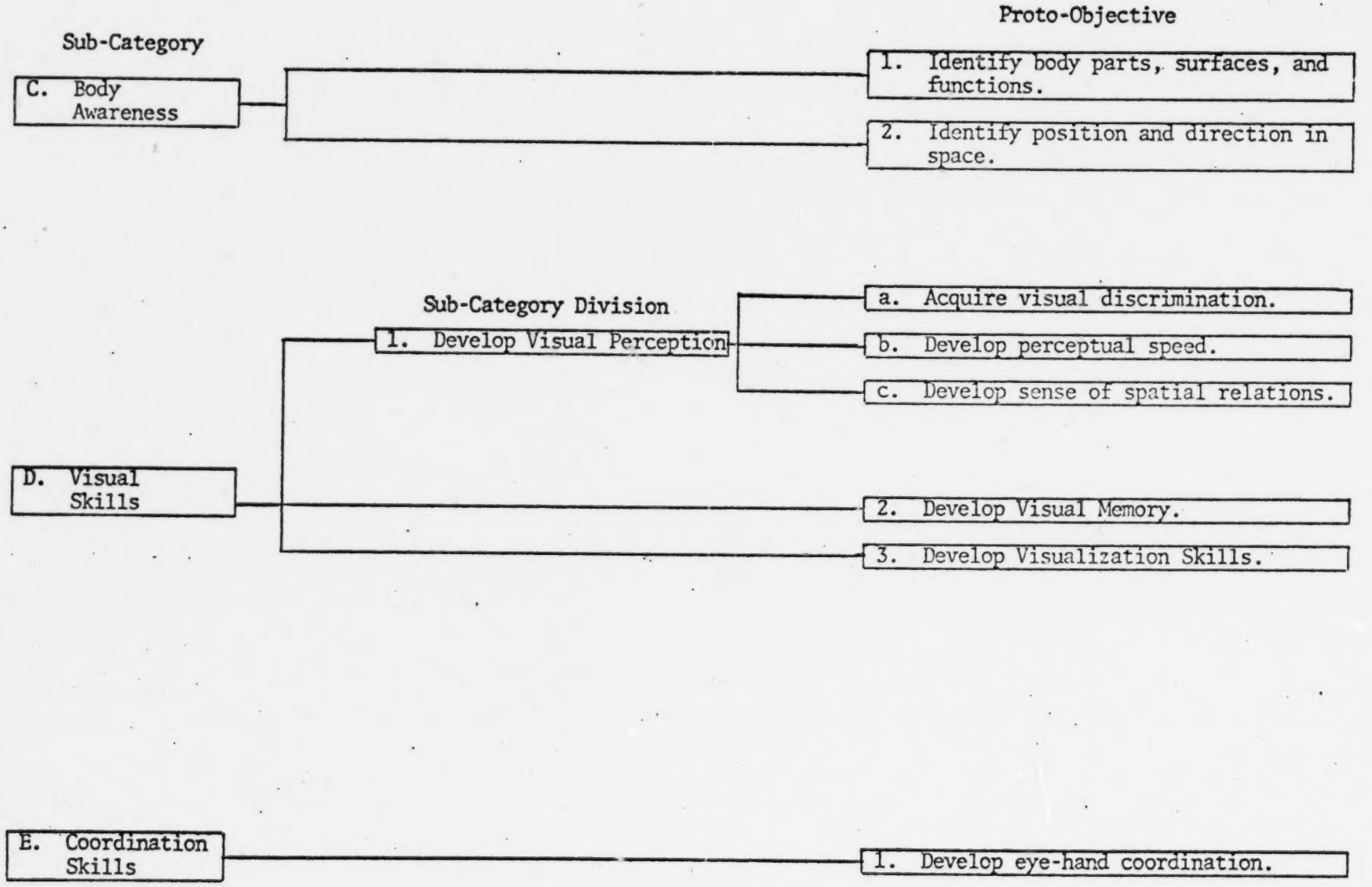
Proto-Objective IB 1a - IB 2f

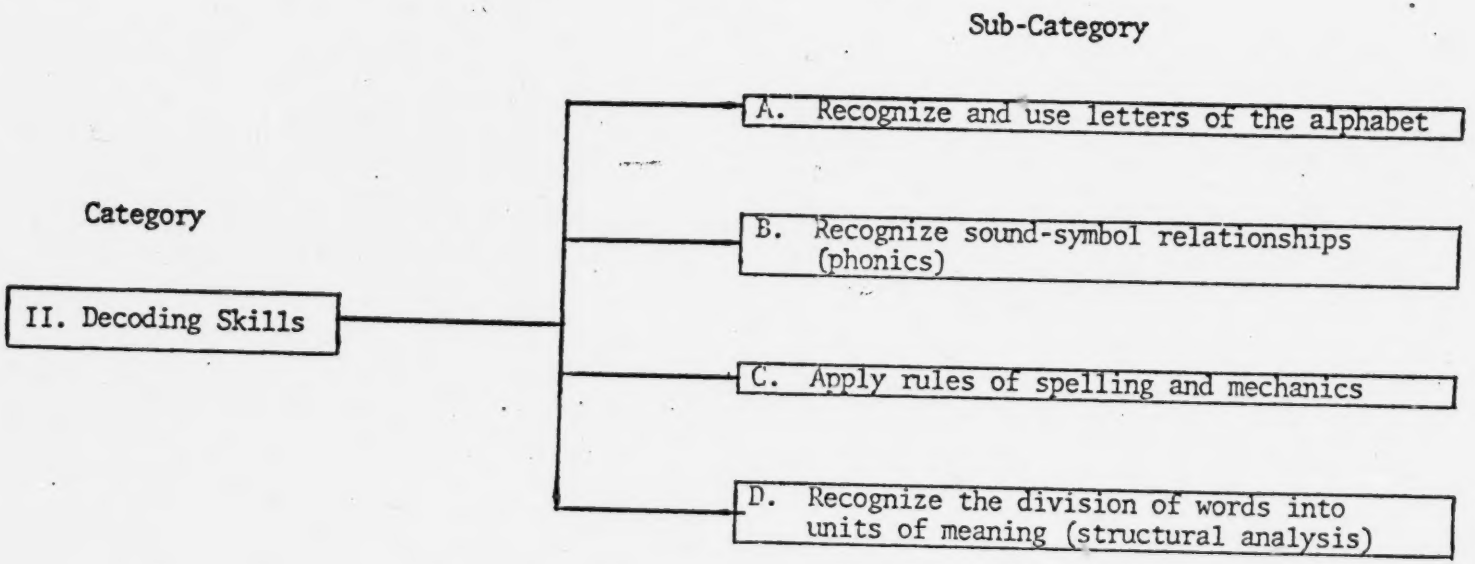

Sub-Category
B. Oral Language
Sub-Category Division
1. Acquire Oral Language Skills in Semantics
a. Utilize a vocabulary appropriate to the learner himself, his home and family, his school and play activities, his community and environment.
b. Interpret, classify, and relate objects, pictures, and spoken words.
c. Utilize vocabulary appropriate to needs and emotions.
d. Interpret number concepts.
e. Compare diverse situations.
f. Establish and describe sequences of events.
g. Determine cause and effect and predict outcome.
h. Use new words.
i. Relate and interpret experiences.
2. Acquire Aural-Oral Language Skills in Phonology
a. Identify, compare, and reproduce beginning consonant sounds (single, blends, digraphs).
b. Identify, compare, and reproduce final consonant sounds (single, blends, digraphs).
c. Identify, compare, and reproduce medial consonant sounds (single, blends, digraphs).
d. Identify, compare, and reproduce initial, final, and medial consonant sounds (single, blends, digraphs).
e. Identify, compare, and reproduce vowel sounds (short, long, digraphs, diphthongs).
f. Identify, compare, and reproduce words and their phonograms.


Sub-Category
B. Oral Language
Sub-Category Division
3. Acquire Oral Language Skills in Syntax
a. Identify and construct substitutions of parts of speech (nouns, verbs, pronouns, adjectives, adverbs) in simple sentences.
b. Identify and construct multiple substitutions of parts of speech (nouns, verbs, adjectives, and adverbs) in simple sentences.
c. Recognize and use complete sentences (past, present, and future forms).
d. Identify and construct sentences with compound subjects, verbs, adjectives, adverbs, or pronouns.
e. Identify and use subordinators and coordinators.
f. Identify and use prepositions.
g. Identify and use determiners.
h. Use auxiliary words.
i. Identify and construct transformations.
4. Acquire Oral Language Skills in Morphology
a. Identify and form plurals.
b. Use correct verb forms.
c. Use contractions.
d. Use compound words.
e. Use positive, comparative, and superlative forms of adjectives.
f. Use possessive forms of nouns and pronouns.
g. Use verbs to form agents.
h. Use inflected endings.

I. Multisensory Readiness Skills

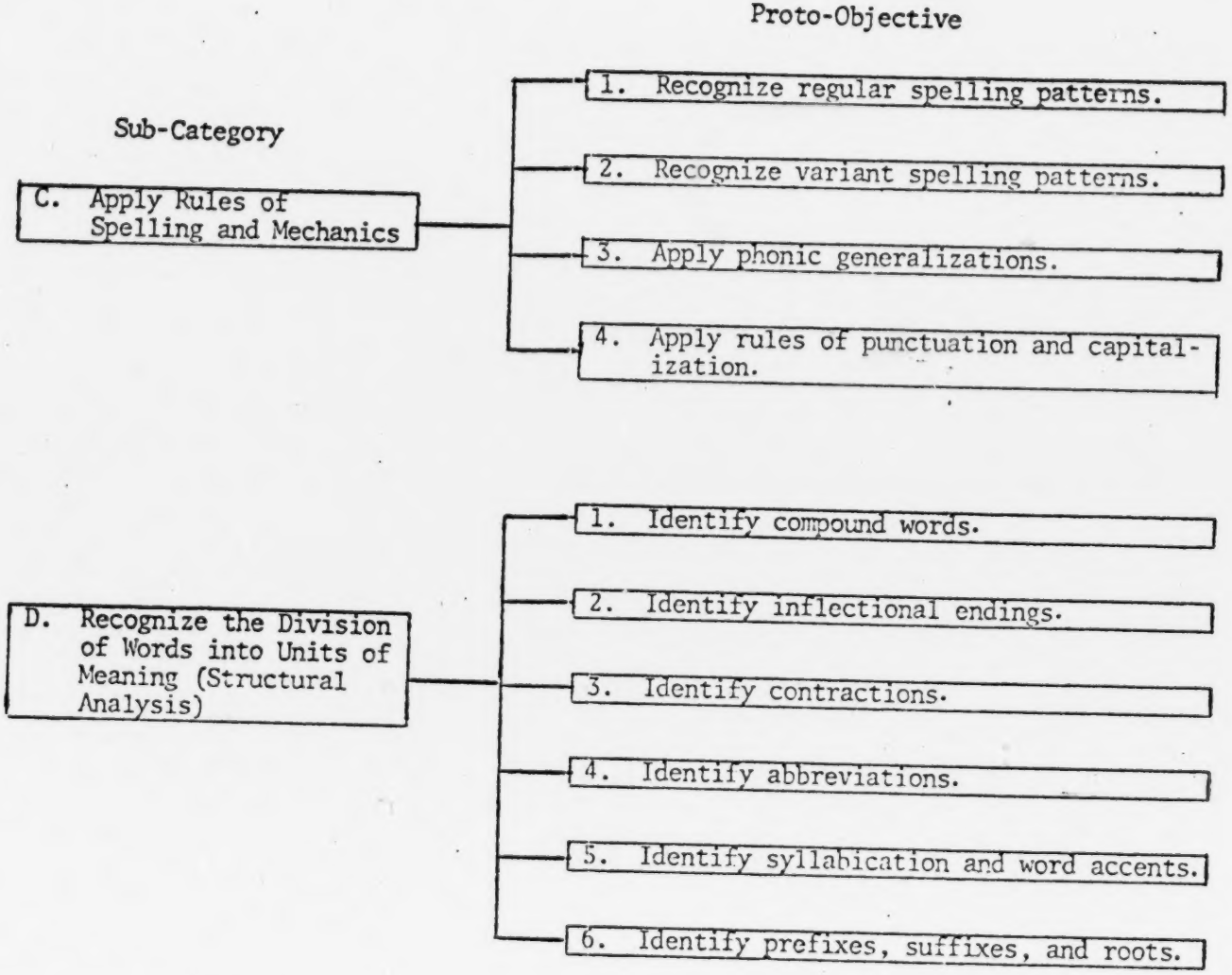
IC 1 - IE 1

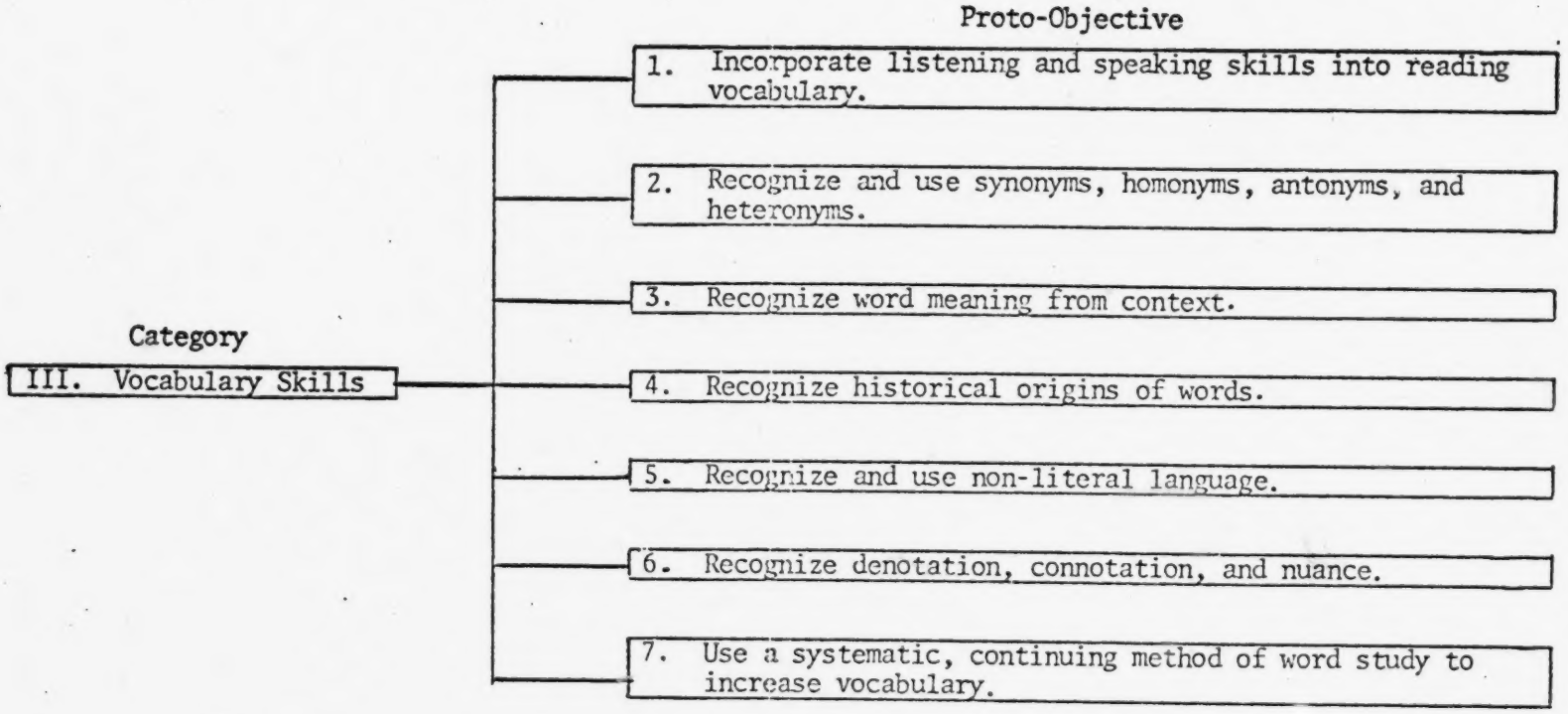


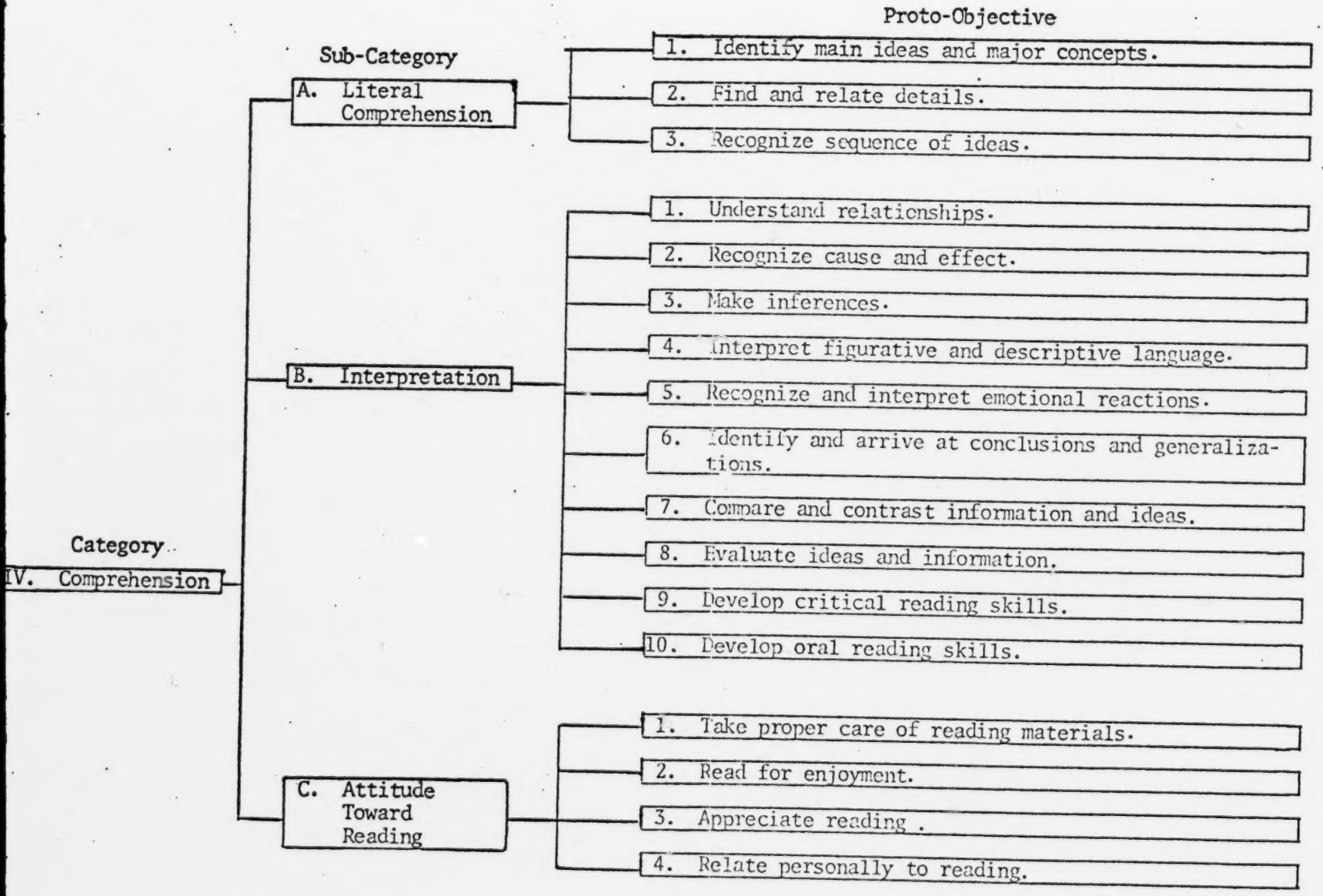

Sub-Category
Category
II. Decoding Skills
A. Recognize and use letters of the alphabet
B. Recognize sound-symbol relationships (phonics)
C. Apply rules of spelling and mechanics
D. Recognize the division of words into units of meaning (structural analysis)

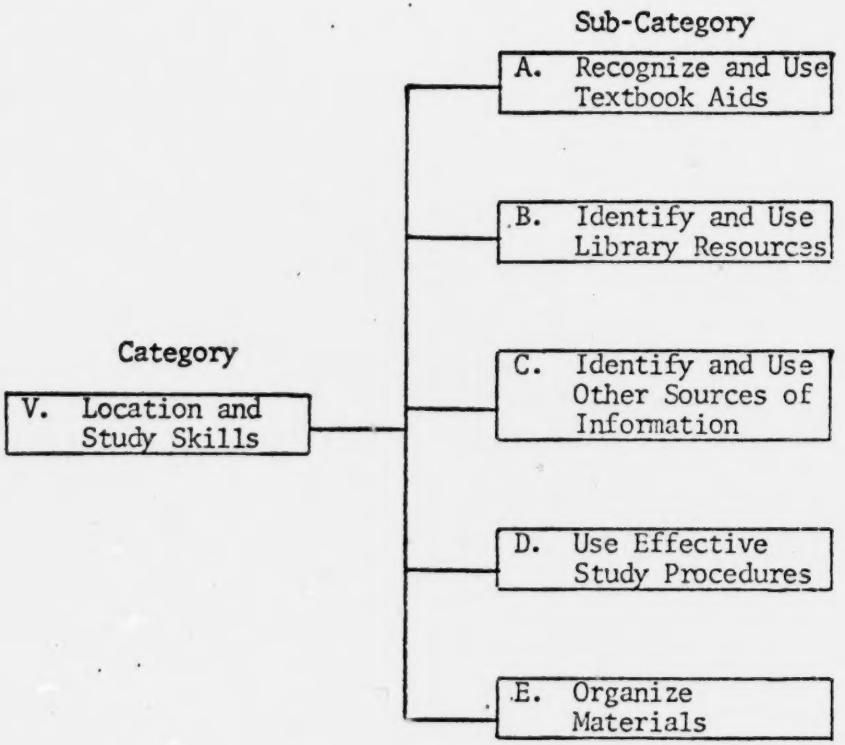
Proto-Objective IIA 1 - IIB 17

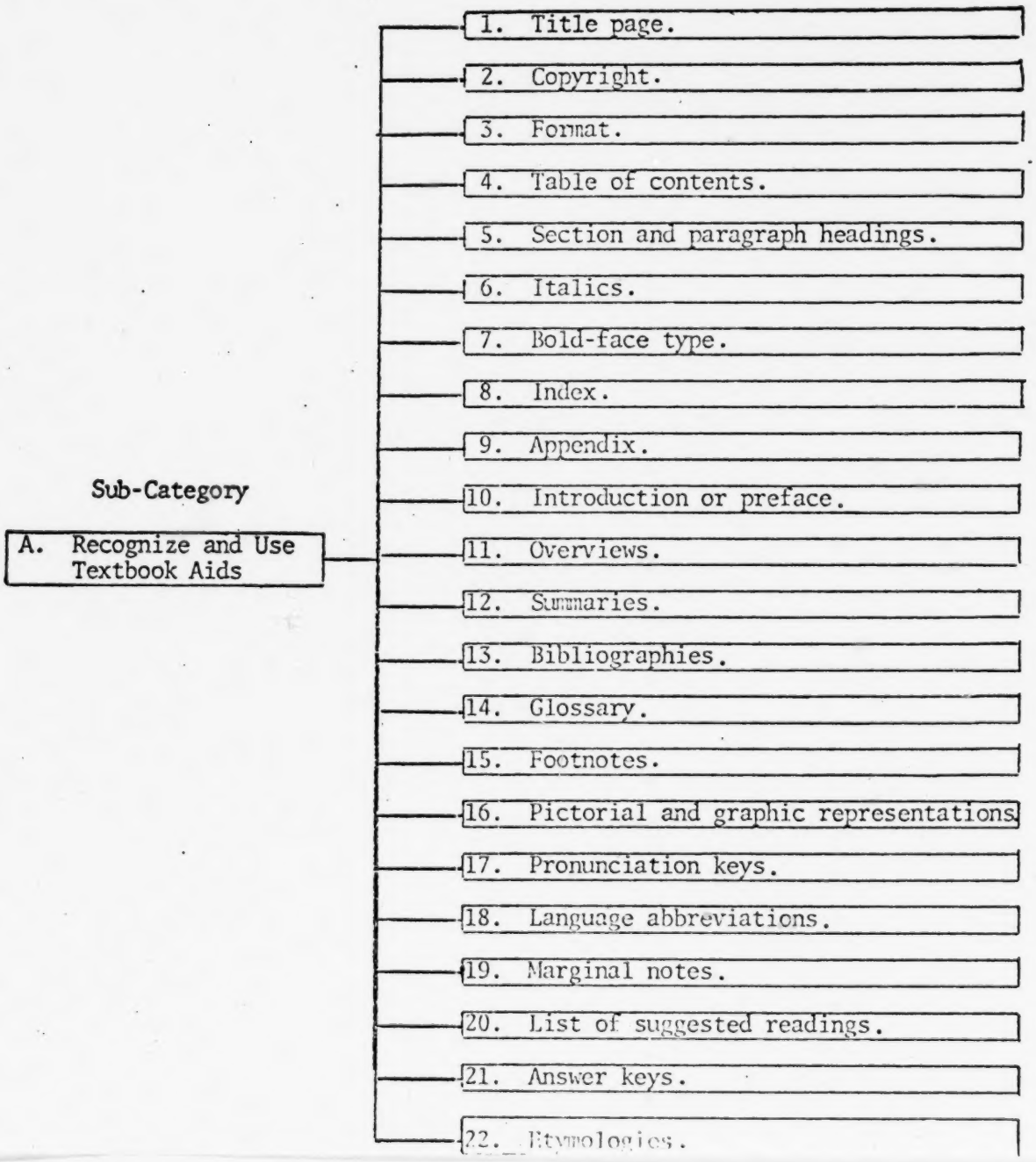
Sub-Category	Proto-Objective
A. Recognize and Use Letters of the Alphabet	1. Recognize manuscript letters.
	2. Recognize cursive letters.
	3. Recognize alphabetical order.
	4. Identify vowels and consonants.
	5. Use letters.
B. Recognize Sound-Symbol Relationships (Phonics)	1. Identify initial single consonants.
	2. Identify final single consonants.
	3. Identify medial single consonants.
	4. Identify initial consonant digraphs.
	5. Identify final consonant digraphs.
	6. Identify medial consonant digraphs.
	7. Identify initial consonant blends.
	8. Identify final consonant blends.
	9. Identify medial consonant blends.
	10. Identify consonant sounds (single, digraphs, and blends).
	11. Identify short vowel sounds.
	12. Identify long vowel sounds.
	13. Identify vowel controllers.
	14. Identify vowel digraphs.
	15. Identify vowel diphthongs.
	16. Identify vowel sounds (short, long, etc.).
	17. Identify silent letters.

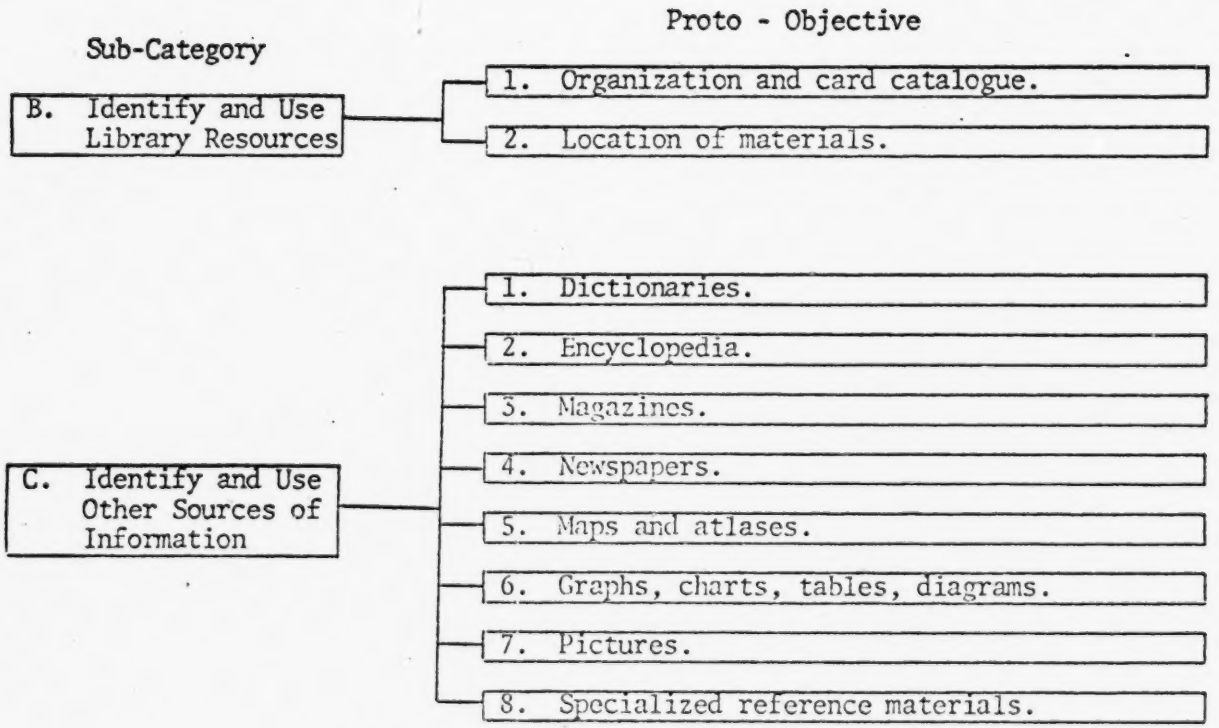

Proto-Objective
Sub-Category
C. Apply Rules of Spelling and Mechanics
1. Recognize regular spelling patterns.
2. Recognize variant spelling patterns.
3. Apply phonic generalizations.
4. Apply rules of punctuation and capitalization.
D. Recognize the Division of Words into Units of Meaning (Structural Analysis)
1. Identify compound words.
2. Identify inflectional endings.
3. Identify contractions.
4. Identify abbreviations.
5. Identify syllabication and word accents.
6. Identify prefixes, suffixes, and roots.


Category
III. Vocabulary Skills
Proto-Objective
1. Incorporate listening and speaking skills into reading vocabulary.
2. Recognize and use synonyms, homonyms, antonyms, and heteronyms.
3. Recognize word meaning from context.
4. Recognize historical origins of words.
5. Recognize and use non-literal language.
6. Recognize denotation, connotation, and nuance.
7. Use a systematic, continuing method of word study to increase vocabulary.


Category
IV. Comprehension
Sub-Category
A. Literal Comprehension
B. Interpretation
C. Attitude Toward Reading
Proto-Objective
1. Identify main ideas and major concepts.
2. Find and relate details.
3. Recognize sequence of ideas.
1. Understand relationships.
2. Recognize cause and effect.
3. Make inferences.
4. Interpret figurative and descriptive language.
5. Recognize and interpret emotional reactions.
6. Identify and arrive at conclusions and generalizations.
7. Compare and contrast information and ideas.
8. Evaluate ideas and information.
9. Develop critical reading skills.
10. Develop oral reading skills.
1. Take proper care of reading materials.
2. Read for enjoyment.
3. Appreciate reading .
4. Relate personally to reading.

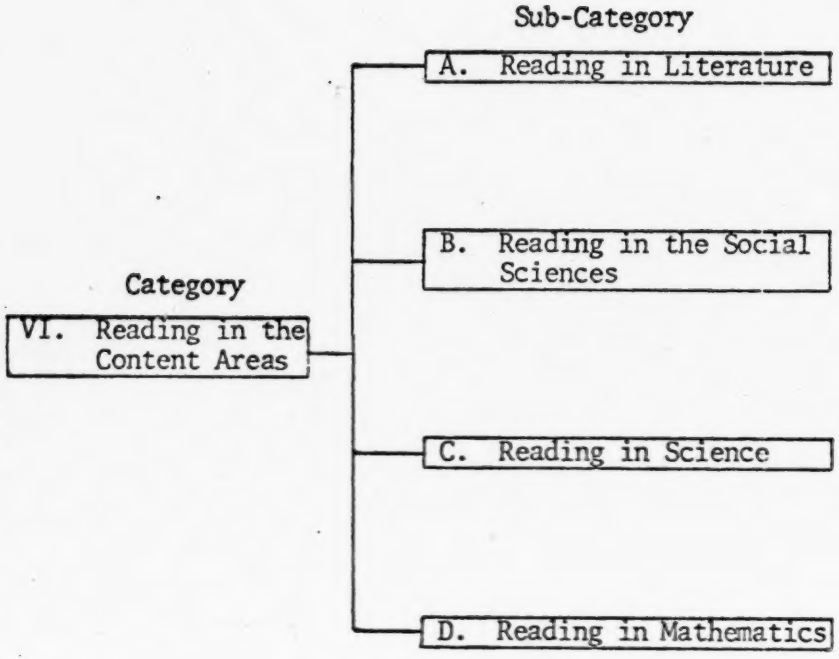

Sub-Category
A. Recognize and Use Textbook Aids
B. Identify and Use Library Resources
C. Identify and Use Other Sources of Information
D. Use Effective Study Procedures
E. Organize Materials
Category
V. Location and Study Skills


Sub-Category
A. Recognize and Use Textbook Aids
1. Title page.
2. Copyright.
3. Format.
4. Table of contents.
5. Section and paragraph headings.
6. Italics.
7. Bold-face type.
8. Index.
9. Appendix.
10. Introduction or preface.
11. Overviews.
12. Summaries.
13. Bibliographies.
14. Glossary.
15. Footnotes.
16. Pictorial and graphic representations.
17. Pronunciation keys.
18. Language abbreviations.
19. Marginal notes.
20. List of suggested readings.
21. Answer keys.
22. Etymologies.


Sub-Category
Proto - Objective
B. Identify and Use Library Resources
1. Organization and card catalogue.
2. Location of materials.
C. Identify and Use Other Sources of Information
1. Dictionaries.
2. Encyclopedia.
3. Magazines.
4. Newspapers.
5. Maps and atlases.
6. Graphs, charts, tables, diagrams.
7. Pictures.
8. Specialized reference materials.

Location and Study Skills

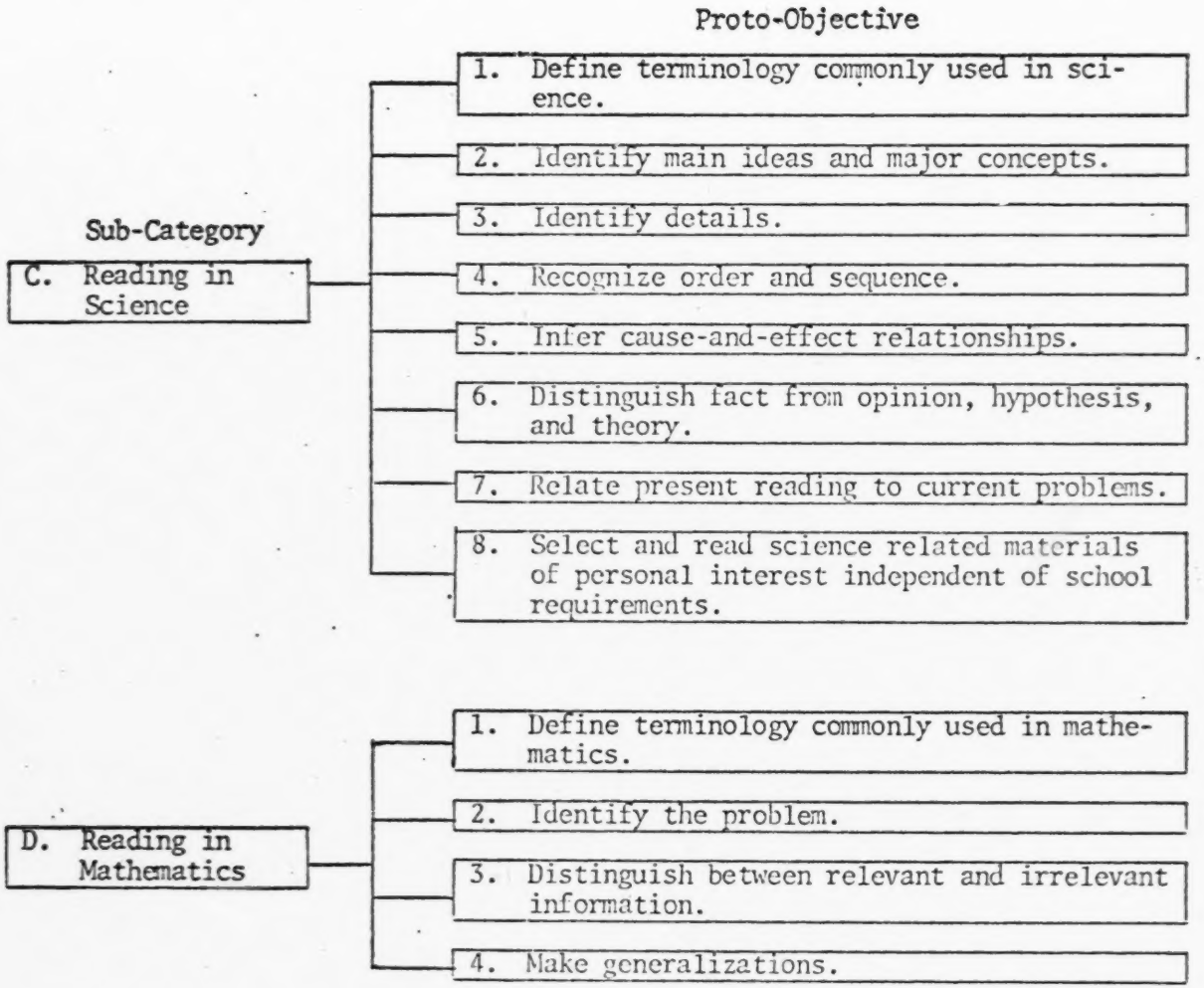
Sub-Category	Proto-Objective
D. Use Effective Study Procedures	1. Follow directions.
	2. Determine appropriate sources of information.
	3. Skim for general information.
	4. Read for main ideas.
	5. Read for details.
	6. Locate summary sentences or paragraphs.
	7. Increase reading rate.
	8. Adapt reading rate to nature, purpose, and difficulty of material.
	9. Survey and identify organization of material.
	10. Recall information.
	11. Appraise adequacy of information and evaluate sources for authenticity and reliability.
E. Organize Materials	1. Sequence information.
	2. Classify information according to identifiable rationale, criteria, or system.
	3. Write summaries.
	4. Take notes.
	5. Construct outlines.
	6. Construct charts, graphs, tables, and diagrams.
	7. Construct bibliographies.
	8. Construct footnotes.
	9. Construct tables of contents.
	10. Apply location and study skills to materials of personal interest independent of class requirements.
	11. Utilize a personal checklist to evaluate progress.


Sub-Category
A. Reading in Literature
B. Reading in the Social Sciences
Category
VI. Reading in the Content Areas
C. Reading in Science
D. Reading in Mathematics

VI. Reading in the Content Areas

VIA 1 - VIB 7

Sub-Category	Proto-Objective
A. Reading in Literature	1. Recall title, author's name, and important details.
	2. Identify characters and describe characterization.
	3. Describe plot and structure.
	4. Describe setting.
	5. Describe and discuss literary devices and techniques.
	6. Describe and discuss symbolism and figurative language.
	7. Describe diction, usage, and tone.
	8. Identify and describe theme.
	9. Identify and describe genre.
	10. Evaluate author's purpose, values, theme, relevance and effectiveness.
B. Reading in the Social Sciences	1. Define terminology commonly used in social sciences.
	2. Recognize order and sequence.
	3. Identify cause-and-effect relationships.
	4. Make inferences and generalizations.
	5. Analyze problems and propose solutions.
	6. Compare and contrast facts and opinions.
	7. Select and read social science materials of personal interest.


Proto-Objective
Sub-Category
C. Reading in Science
1. Define terminology commonly used in science.
2. Identify main ideas and major concepts.
3. Identify details.
4. Recognize order and sequence.
5. Infer cause-and-effect relationships.
6. Distinguish fact from opinion, hypothesis, and theory.
7. Relate present reading to current problems.
8. Select and read science related materials of personal interest independent of school requirements.
D. Reading in Mathematics
1. Define terminology commonly used in mathematics.
2. Identify the problem.
3. Distinguish between relevant and irrelevant information.
4. Make generalizations.

PROTO - OBJECTIVE

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N = Not Appropriate at This Grade Level
I = Irrelevant to Reading

		1st	2nd	3rd	4th	5th	6th
IA1a.	Differentiate likenesses and differences in sounds.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA1b.	Identify common environmental sounds.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA1c.	Differentiate directions and sources of sounds.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA1d.	Distinguish among sound characteristics.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA1e.	Specify the number of syllables in words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA2a.	Listen for a series.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA2b.	Recall and follow directions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA2c.	Listen for specific details.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA3a.	Imitate sounds.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA3b.	Repeat oral selections.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA3c.	Repeat variations in pitch, stress, and juncture.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA4a.	Listen for main ideas.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA4b.	Listen for details.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA4c.	Identify sequence.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA4d.	Interpret descriptive language.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

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	1st	2nd	3rd	4th	5th	6th
A4e. **Identify relationships.**	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
A4f. Recognize emotions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B1a. Utilize a vocabulary appropriate to the learner himself, his home and family, his school and play activities, his community and environment.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B1b. Interpret, classify, and relate objects, pictures, and spoken words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B1c. Utilize vocabulary appropriate to needs and emotions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B1d. Interpret number concepts.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B1e. Compare diverse situations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B1f. Establish and describe sequences of events.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B1g. Determine cause and effect and predict outcome.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B1h. Use new words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B1i. Relate and interpret experiences.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B2a. Identify, compare, and reproduce beginning consonant sounds (single, blends, digraphs).	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

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IB2b. Identify, compare, and reproduce final consonant sounds (single, blends, digraphs).	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IB2c. Identify, compare, and reproduce medial consonant sounds (single, blends, digraphs).	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IB2d. Identify, compare, and reproduce initial, final, and medial consonant sounds (single, blends, digraphs).	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IB2e. Identify, compare, and reproduce vowel sounds (short, long, digraphs, diphthongs).	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IB2f. Identify, compare, and reproduce words and their phonograms.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IB3a. Identify and construct substitutions of parts of speech (nouns, verbs, pronouns, adjectives, adverbs) in simple sentences.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IB3b. Identify and construct multiple substitutions of parts of speech (nouns, verbs, adjectives, and adverbs) in simple sentences.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IB3c. Recognize and use complete sentences (past, present, and future forms).	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IB3d. Identify and construct sentences with compound subjects, verbs, adjectives, adverbs, or pronouns.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

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	1st	2nd	3rd	4th	5th	6th
e. Identify and use subordinators and coordinators.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
f. Identify and use prepositions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
g. Identify and use determiners.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
h. Use auxiliary words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
i. Identify and construct transformations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
j. Identify and form plurals.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
k. Use correct verb forms.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
l. Use contractions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
m. Use compound words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
n. Use positive, comparative, and superlative forms of adjectives.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
o. Use possessive forms of nouns and pronouns.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
p. Use verbs to form agents.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
q. Use inflected endings.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
r. Identify body parts, surfaces, and functions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
s. Identify position and direction in space.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

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PROTO-OBJECTIVE	1st	2nd	3rd	4th	5th	6th
D1a. Acquire visual discrimination.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
D1b. Develop perceptual speed.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
D1c. Develop sense of spatial relations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
D2. Develop Visual Memory.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
D3. Develop Visualization Skills.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
E1. Develop eye-hand coordination.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
A1. Recognize manuscript letters.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
A2. Recognize cursive letters.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
A3. Recognize alphabetical order.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
A4. Identify vowels and consonants.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
A5. Use letters.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B1. Identify initial single consonants.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B2. Identify final single consonants.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B3. Identify medial single consonants.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B4. Identify initial consonant digraphs.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B5. Identify final consonant digraphs.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B6. Identify medial consonant digraphs.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
B7. Identify initial consonant blends.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

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		1st	2nd	3rd	4th	5th	6th
IIB8.	Identify final consonant blends.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IIB9.	Identify medial consonant blends.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IIB10.	Identify consonant sounds (single, digraphs, and blends).	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IIB11.	Identify short vowel sounds.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IIB12.	Identify long vowel sounds.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IIB13.	Identify vowel controllers.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IIB14.	Identify vowel digraphs.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IIB15.	Identify vowel diphthongs.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IIB16.	Identify vowel sounds (short, long, etc.)	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IIB17.	Identify silent letters.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IIC1.	Recognize regular spelling patterns.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IIC2.	Recognize variant spelling patterns.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IIC3.	Apply phonic generalizations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IIC4.	Apply rules of punctuation and capitalization.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IID1.	Identify compound words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IID2.	Identify inflectional endings.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

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ID3.	Identify contractions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
ID4.	Identify abbreviations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
ID5.	Identify syllabication and word accents.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
ID6.	Identify prefixes, suffixes, and roots.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
II1.	Incorporate listening and speaking skills into reading vocabulary.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
II2.	Recognize and use synonyms, homonyms, antonyms, and heteronyms.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
II3.	Recognize word meaning from context.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
II4.	Recognize historical origins of words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
II5.	Recognize and use non-literal language.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
II6.	Recognize denotation, connotation, and nuance.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
II7.	Use a systematic, continuing method of word study to increase vocabulary.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA1.	Identify main ideas and major concepts.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA2.	Find and relate details.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA3.	Recognize sequence of ideas.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VB1.	Understand relationships.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

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IVB2.	Recognize cause and effect.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IVB3.	Make inferences.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IVB4.	Interpret figurative and descriptive language.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IVB5.	Recognize and interpret emotional reactions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IVB6.	Identify and arrive at conclusions and generalizations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IVB7.	Compare and contrast information and ideas.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IVB8.	Evaluate ideas and information.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IVB9.	Develop critical reading skills.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IVB10.	Develop oral reading skills.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IVC1.	Take proper care of reading materials.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IVC2.	Read for enjoyment.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IVC3.	Appreciate reading.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IVC4.	Relate personally to reading.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA1.	Title page.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
IA2.	Copyright.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

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PROTO-OBJECTIVE	1st	2nd	3rd	4th	5th	6th
VA3. Format.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA4. Table of contents.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA5. Section and paragraph headings.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA6. Italics.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA7. Bold-face type.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA8. Index.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA9. Appendix.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA10. Introduction or preface.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA11. Overviews.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA12. Summaries.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA13. Bibliographies.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA14. Glossary.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA15. Footnotes.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA16. Pictorial and graphic representations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA17. Pronunciation keys.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA18. Language abbreviations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA19. Marginal notes.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

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		1st	2nd	3rd	4th	5th	6th
VA20.	List of suggested readings.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA21.	Answer keys.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VA22.	Etymologies.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VB1.	Organization and card catalogue.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VB2.	Location of materials.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VC1.	Dictionaries.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VC2.	Encyclopedia.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VC3.	Magazines.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VC4.	Newspapers.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VC5.	Maps and atlases.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VC6.	Graphs, charts, tables, diagrams.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VC7.	Pictures.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VC8.	Specialized reference materials.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VD1.	Follow directions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VD2.	Determine appropriate sources of information.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VD3.	Skim for general information.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VD4.	Read for main ideas.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

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		1st	2nd	3rd	4th	5th	6th
D5.	Read for details.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
D6.	Locate summary sentences or paragraphs.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
D7.	Increase reading rate.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
D8.	Adapt reading rate to nature, purpose, and difficulty of material.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
D9.	Survey and identify organization of material.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
D10.	Recall information.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
D11.	Appraise adequacy of information and evaluate sources for authenticity and reliability.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
E1.	Sequence information.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
E2.	Classify information according to identifiable rationale, criteria, or system.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
E3.	Write summaries.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
E4.	Take notes.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
E5.	Construct outlines.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
E6.	Construct charts, graphs, tables, and diagrams.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
E7.	Construct bibliographies.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

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		1st	2nd	3rd	4th	5th	6th
VIB1.	Define terminology commonly used in social sciences.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VIB2.	Recognize order and sequence.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VIB3.	Identify cause-and-effect relationships.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VIB4.	Make inferences and generalizations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VIB5.	Analyze problems and propose solutions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VIB6.	Compare and contrast facts and opinions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VIB7.	Select and read social science materials of personal interest.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VIC1.	Define terminology commonly used in science.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VIC2.	Identify main ideas and major concepts.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VIC3.	Identify details.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VIC4.	Recognize order and sequence.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VIC5.	Infer cause-and-effect relationships.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VIC6.	Distinguish fact from opinion, hypothesis, and theory.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VIC7.	Relate present reading to current problems.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
VIC8.	Select and read science related materials of personal interest independent of school requirements.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

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		1st	2nd	3rd	4th	5th	6th
VID1.	Define terminology commonly used in mathematics.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VID2.	Identify the problem.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VID3.	Distinguish between relevant and irrelevant information.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N
VID4.	Make generalizations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N

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	1st	2nd	3rd	4th	5th	6th
1. Define terminology commonly used in mathematics.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2. Identify the problem.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
3. Distinguish between relevant and irrelevant information.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4. Make generalizations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

I. Multisensory Readiness Skills

A. Auditory Skills

1. Acquire Auditory Discrimination

a. Differentiate likenesses and differences in sounds

1. Given pairs of sounds (e.g., environmental sounds, musical tones, familiar voices, words), the learner will identify those pairs that are identical and those that are not identical.

2. Given pairs of sounds, the learner will identify those that are of the same or of different duration.

b. Identify common environmental sounds

1. Given familiar sounds (e.g., footsteps, baby crying, friend's voice), the learner will name the sounds.

c. Differentiate directions and sources of sounds

1. Given sounds from different sources, the learner will indicate the directions from which the sounds come.

d. Distinguish among sound characteristics

1. Given sounds (e.g., musical selections, noises, voices), of varying intensity, the learner will identify those that are loud and those that are soft.

2. Given sounds (e.g., musical selections, tones, voices), of varying pitch, the learner will identify the higher and lower pitched sounds.

3. Given pairs of sounds of different duration, the learner will identify the longer or shorter sound in each pair.

e. Specify the number of syllables in words

1. Given a word orally, the learner will specify the number of syllables it contains.

2. Expand Auditory Memory

a. Listen for a series

1. Given a series of sounds, the learner will identify the sounds in the order presented.

2. Given a series of numerals, words, or phrases, the learner will repeat them in the order presented.

3. Given a short rhythmic sound pattern, the learner will identify the pattern (e.g., by tapping it out, circling a graphic representation).

b. Recall and follow directions

1. Given an oral direction, the learner will repeat it.

2. Given an oral direction, the learner will answer a question about it.

3. Given an oral direction, the learner will follow it.

4. Given a set of commands, the learner will follow them in the proper sequence.

5. Given the same set of directions twice, with one step omitted the second time, the learner will identify the omission.

→ 6. The learner will give correct directions orally.

c. Listen for specific details

1. After hearing a two-line rhyme, the learner will repeat the words that rhyme.

2. After hearing a phrase or a sentence which is repeated with a word omitted the second time, the learner will identify the missing word.

3. Reproduce Auditory Stimuli

a. Imitate sounds

1. Given various sounds (e.g., the letter sounds), the learner will imitate or reproduce the sounds.

b. Repeat oral selections

1. After hearing a word, phrase, sentence, or familiar poem, the learner will repeat it.

c. Repeat variations in pitch, stress, and juncture

1. After hearing phrases, sentences, or short familiar selections of varying intonation, the learner will repeat the passage using the same intonation.

2. After hearing a declarative, exclamatory, interrogative, or imperative sentence, the learner will indicate the sentence type.

3. After hearing the teacher read a story with dialogue, the learner will imitate the intonation used by the teacher for different characters.

4. Acquire Listening Comprehension

a. Listen for main ideas

1. After listening to a selection, the learner will identify its main ideas.

2. After listening to a selection, the learner will construct an appropriate title.

3. After listening to a selection, the learner will name its main characters.

4. After hearing a series of events from a familiar story, the learner will identify the story.

b. Listen for details

1. After listening to a sentence or selection, the learner will answer specific oral questions about its content.

c. Identify sequence

1. After listening to a story, the learner will identify the main events in the proper order.

d. Interpret descriptive language

1. After hearing descriptive words, phrases, or sentences, the learner will select from a series of pictures the event or object that was described.

2. After hearing a story, poem, or passage, the learner will describe what he hears.

e. Identify relationships

1. The learner will identify oral statements that are or are not related to a selection he has just heard.

f. Recognize emotions

1. After hearing a story, poem, or passage in which an emotion is depicted, the learner will describe the emotion.

B. Oral Language

1. Acquire Oral Language Skills in Semantics

a. Utilize a vocabulary appropriate to the learner himself, his home and family, his school and play activities, his community and environment

1. The learner will answer simple oral questions about himself, his family, school, play, the community, etc.

2. Shown familiar objects, or pictures of objects or activities, the learner will orally identify what he sees.

3. The learner will orally describe the functions of familiar objects (e.g., materials used at school).

4. Given orally the function of a familiar object, the learner will identify that object.

5. The learner will orally describe pictures of activities or situations.

6. Presented with a familiar object, the learner will describe it orally.

7. After hearing the description of an object, activity, landmark, community figure, etc., the learner will identify it.

8. Given a word or phrase orally, the learner will select from among several pictures the one that represents the word or phrase.

b. Interpret, classify, and relate objects, pictures, and spoken words

1. The learner will classify several items into groups according to his own or a given rationale.

2. The learner will identify from among several items those that belong to a given class or set.

3. The learner will identify from among several items those that do not belong to a given class or set.

4. The learner will identify or explain similarities and differences of objects.

5. The learner will identify or describe the details of a picture.

6. The learner will identify or describe the main idea of a picture.

7. The learner will identify the meaning of symbols or objects (e.g., colors of a traffic light).

8. The learner will identify words, pictures, or objects representing similar concepts.

9. The learner will identify words, pictures, or objects representing opposite concepts.

10. The learner will identify phrases or pictures as fact or fantasy.

11. The learner will tell a brief story about a given picture or set of pictures.

c. Utilize vocabulary appropriate to needs and emotions

1. Given a picture of a child expressing an emotion, the learner will orally describe the emotion.

2. Given a real-life or hypothetical situation, the learner will tell how he feels about it and why.

3. Given a series of pictures or objects relating to a child's needs and desires, the learner will choose the item which he most desires and state why he chose it.

4. Given a simple predicament, the learner will explain how he would solve the problem.

5. Given a statement about his wishes or desires (e.g., If I could do anything in the world, I would...), the learner will complete it.

6. Given a picture of a child expressing an emotion, the learner will explain what he thinks caused it.

d. Interpret number concepts

1. The learner will count items.

2. The learner will count to a given number.

3. The learner will use ordinal numbers to indicate position.

4. The learner will identify numerals.

e. Compare diverse situations

1. Given two similar pictures differing only in certain details, the learner will describe the differences.

2. Given a story orally, the learner will describe an alternate possible ending for that story.

3. Given two situations orally in which the same problem is handled in different ways, the learner will pick the one which he felt handled the problem best and describe why.

4. Given two similar stories, the learner will identify their similarities and differences.

f. Establish and describe sequences of events

1. Given pictures which portray a series of events, the learner will put them in proper sequence.

2. The learner will describe the chronological or logical order of a series of events or activities.

g. Determine cause and effect and predict outcomes

1. The learner will predict the consequences of a specific act or a given situation.

2. The learner will identify the probable cause of a given situation.

3. Given a selection without an ending, the learner will identify an appropriate ending.

h. Use new words

1. Given a new word and a picture or definition of it, the learner will use it in a sentence.

i. Relate and interpret experiences

1. The learner will retell a familiar story in his own words.

2. The learner will compose fantasy with himself as the central character.

3. The learner will describe a personal experience.

2. Acquire Aural-Oral Language Skills in Phonology

a. Identify, compare, and reproduce beginning consonant sounds (single, blends, digraphs)

1. The learner will identify pairs of words beginning with the same consonant sound and those beginning with different consonant sounds.

2. Given a set of words all beginning with the same initial consonant sound, the learner will reproduce the initial consonant sound.

3. The learner will identify from given words or pictures those having the same beginning consonant sound.

4. Given words or pictures of objects, all but one beginning with the same consonant sound, the learner will identify the one having a different initial sound.

5. Given a word, the learner will state another word beginning with the same consonant sound.

b. Identify, compare, and reproduce final consonant sounds (single, blends, digraphs)

1. The learner will identify pairs of words ending with the same consonant sound and those ending with different consonant sounds.

2. Given a set of words all ending with the same consonant sound, the learner will reproduce the final consonant sound.

3. The learner will identify from given words or pictures those having the same final consonant sound.

4. Given words or pictures of objects, all but one ending with the same consonant sound, the learner will identify the one having a different final sound.

5. Given a word, the learner will state another word ending with the same consonant sound.

6. Given a word ending with a final consonant sound, the learner will substitute other final consonant sounds to make new words.

c. Identify, compare, and reproduce medial consonant sounds (single, blends, digraphs)

1. The learner will identify pairs of words containing the same medial consonant sound and those containing different medial consonant sounds.

2. Given a list of words all containing the same medial consonant sound, the learner will reproduce the medial consonant sound.

3. The learner will identify from given words or pictures of objects those having the same medial consonant sound.

4. Given words or pictures of objects, all but one containing the same medial consonant sound, the learner will identify the one having a different medial consonant sound.

5. Given a word, the learner will state another word having the same medial consonant sound.

d. Identify, compare, and reproduce initial, final and medial consonant sounds (single, blends, digraphs)

1. Given a consonant sound and a word containing that sound, the learner will identify the position of the consonant in the word.

2. The learner will identify from a set of words those containing a given consonant sound in a specified position.

3. The learner will produce words with a specified initial, final, or medial consonant sound.

e. Identify, compare, and reproduce vowel sounds (short, long, digraphs, diphthongs)

1. The learner will identify pairs of words with the same vowel sounds and those with different vowel sounds.

2. Given words all containing the same vowel sound, the learner will reproduce the vowel sound.

3. The learner will identify, from given words or pictures of objects, those having the same vowel sound.

4. Given words or pictures of objects, all but one containing the same vowel sound, the learner will identify the one having a different vowel sound.

5. Given a word, the learner will state other words containing the same vowel sound.

6. Given a word containing a vowel sound, the learner will substitute other vowel sounds to make new words.

f. Identify, compare, and reproduce words and their phonograms

1. Given a set of words, the learner will identify those that rhyme.

2. Given a set of words, all rhyming but one, the learner will identify the one that does not rhyme.

3. The learner will identify pairs of words that rhyme and pairs that do not rhyme.

4. Given a rhyming couplet with an incomplete last line and a group of words or pictures of objects, the learner will select the word which best completes the rhyme.

5. Given a word, the learner will name words which have the same rhyme ending.

6. Given a series of rhyming words, the learner will reproduce the phonogram.

3. Acquire Oral Language Skills in Syntax

a. Identify and construct substitutions of parts of speech (nouns, verbs, pronouns, adjectives, adverbs) in simple sentences

1. Given two simple sentences which are identical except for one word, the learner will identify the different word.

2. The learner will substitute one word for another of the same syntactical function in a given simple sentence.

3. Given a sentence containing one or more nonsense syllables, the learner will use one of the syllables to make a new sentence, maintaining the syllable's grammatical function.

b. Identify and construct multiple substitution of parts of speech (nouns, verbs, adjectives, and adverbs) in simple sentences

1. Given two sentences which are identical, except for two or more words, the learner will identify the differences.

2. The learner will change a sentence by substituting two or more of its words with two or more other words of the same grammatical function.

c. Recognize and use complete sentences (past, present, and future forms)

1. The learner will differentiate between phrases and complete sentences.

2. The learner will construct complete sentences using past, present, and future forms.

d. Identify and construct sentences with compound subjects, verbs, adjectives, adverbs, or pronouns

1. Given a sentence with compound subject, verb, adjective, adverb, or pronoun, the learner will substitute another compound of the same part of speech and grammatical function.

2. Given a compound subject, verb, adjective, adverb, or pronoun, the learner will use the compound in a sentence.

e. Identify and use subordinators and coordinators

1. The learner will construct a sentence using a given subordinate clause.

2. The learner will expand a sentence by adding a subordinate clause.

3. The learner will identify two simple sentences joined by a coordinator.

4. Given two simple sentences, the learner will make a compound sentence by adding a coordinator.

f. Identify and use prepositions

1. The learner will construct sentences using given prepositions.

2. The learner will expand a sentence by adding a prepositional phrase.

g. Identify and use determiners

1. Given two identical sentences, except for the determiners, the learner will identify the different determiners and explain how they give the sentences a slightly different meaning.

2. The learner will construct sentences using given determiners.

h. Use auxiliary words

1. Given two sentences, identical except for the auxiliary, the learner will identify the different auxiliaries and explain how they give the sentences different meanings.

2. The learner will substitute one auxiliary for another in a sentence.

3. The learner will use given auxiliaries in sentences.

i. Identify and construct transformations

1. Given sentences, the learner will identify their types (declarative, interrogative, negative, etc.).

2. Given a sentence, the learner will transform it into a specified type of sentence.

4. Acquire Oral Language Skills in Morphology

a. Identify and form plurals

1. Given words, the learner will identify those which are singular and those which are plural.

2. Given the singular form of a word, the learner will give its plural form.

3. Given the plural form of a word, the learner will give its singular form.

4. The learner will describe objects or pictures using the correct singular or plural form.

5. Given a sentence, the learner will repeat it, changing specified words from singular to plural or vice versa.

b. Use correct verb forms

1. The learner will use correct verb forms in daily speech.

2. The learner will answer questions using the correct person and tense.

3. The learner will complete or construct sentences using a given verb form.

c. Use contractions

1. Given a contraction, the learner will identify the two words used to form it.

2. Given pairs of words commonly contracted, the learner will contract them.

3. The learner will use given contractions.

d. Use compound words

1. The learner will identify the two parts of a given compound word.

2. The learner will combine given words (or illustrations of objects) to form compound words.

3. The learner will construct a sentence which contains a given compound word.

4. Given words, the learner will identify those which are compound.

e. Use positive, comparative, and superlative forms of adjectives

1. The learner will use correct positive, comparative, and superlative forms of adjectives.

2. The learner will demonstrate understanding of the positive, comparative, and superlative forms of adjectives by answering questions which use these forms.

f. Use possessive forms of nouns and pronouns

1. The learner will identify possessive nouns and pronouns in given phrases and sentences.

2. The learner will construct sentences using given possessive nouns and pronouns.

3. The learner will repeat given phrases and sentences substituting one possessive for another.

4. The learner will answer questions using appropriate possessives.

g. Use verbs to form agents

1. The learner will construct sentences containing agents.

2. The learner will complete sentences by filling in the missing agent.

h. Use inflected endings

1. Given a word and one or more of its inflected forms, the learner will describe how each inflection modifies the meaning of the word.

2. The learner will complete or construct a sentence with specified inflections.

C. Body Awareness

1. Identify body parts and functions

1. Given the name of a body part, the learner will locate it on himself, another person, a doll, or a picture.

2. Shown a body part on a person, a doll, or a picture, the learner will name it.

3. Given the name of a part of the body, the learner will identify its function.

4. Given a description of a part of the body, the learner will identify it.

5. The learner will identify missing body parts in incomplete illustrations.

2. Identify position and direction in space

1. The learner will identify right and left body parts.

2. Given a direction or position, the learner will identify it by pointing to it, moving towards it, etc.

3. Shown an object or person, the learner will describe its direction or position.

4. The learner will identify the direction or position of a specified object.

D. Visual Skills

1. Develop visual perception

a. Acquire visual discrimination

1. The learner will match items to illustrations of them.

2. Given items or illustrations, all identical but one, the learner will identify the one which is different.

3. The learner will identify a given visual stimulus from a background of competing stimuli.

4. Given a set of items or pictures, the learner will identify those that are identical.

5. Given complete and incomplete items or pictures, the learner will supply the missing part to make the items or pictures identical.

6. The learner will identify missing parts in incomplete pictures.

7. The learner will identify the differences in items or pictures which are identical except for details.

b. Develop perceptual speed

1. The learner will identify an item after a flash presentation of the item.

2. The learner will identify an item after a flash presentation of an incomplete sketch of the item.

3. The learner will identify identical items under timed conditions.

c. Develop sense of spatial relations

1. The learner will identify figures that are identical, though one is rotated.

2. Shown the same items from different angles or vantage points, the learner will identify them as the same.

2. Develop visual memory

1. The learner will reproduce the arrangement of a set of items after the arrangement has been scrambled or removed from sight.

2. Shown a group of items twice with an item added or removed before the second showing, the learner will identify the item that was added or removed.

3. Shown an item briefly, the learner will identify that item from a set of distractors.

4. The learner will describe an item after it has been removed from sight.

5. The learner will reproduce an item after it has been removed from sight.

3. Develop visualization skills

1. The learner will identify familiar objects by touch only.

2. Given clues about the appearance of an item, the learner will identify the item.

3. The learner will identify items which are conceptually similar (in different stages of development, represented in different forms, having various shadings, textures) as belonging to the same category.

4. The learner will describe orally or in a sketch how he would visualize a given situation.

5. The learner will complete a picture puzzle.

6. Shown part of an item, or a picture of part of an item, the learner will identify the item.

E. Develop Coordination Skills

1. Develop eye-hand coordination

1. The learner will hold a book properly, at a proper distance, and will turn the pages correctly.

2. The learner will properly manipulate or operate toys, tools, and mechanical objects with coordination and dexterity.

3. The learner will duplicate a given arrangement of items.

4. The learner will duplicate a given sequence of steps in manipulating an object.

5. The learner will properly hold and use a pencil or crayon to complete such tasks as drawing a simple picture, coloring within the boundary of an outline, copying a given illustration.

II. Decoding Skills

A. Recognize and Use Letters of the Alphabet

1. Recognize manuscript letters

1. Given upper- or lower-case letters in manuscript, the learner will identify each letter name.

2. Given an upper- or lower-case letter in manuscript, the learner will find it on an alphabet chart.

3. Given an upper- or lower-case letter, the learner will identify its corresponding lower- or upper-case form.

4. Given a set of upper- or lower-case letters, the learner will identify those that are identical and those that are different.

5. Given a set of upper- or lower-case letters, the learner will identify the letter that is named.

6. The learner will identify words written in manuscript that begin with a designated letter.

7. The learner will identify whether given letters are in upper- or lower-case.

8. The learner will name the letters in given words written in manuscript.

2. Recognize cursive letters

1. Given upper- or lower-case letters in cursive, the learner will identify each letter name.

2. Given an upper- or lower-case letter in cursive, the learner will find it on an alphabet chart.

3. Given a lower- or upper-case letter in cursive, the learner will identify its corresponding upper- or lower-case form.

4. Given a set of upper- or lower-case letters in cursive, the learner will identify those that are identical and those that are different.

5. Given a set of upper- or lower-case letters in cursive, the learner will identify the letter that is named.

6. The learner will identify words written in cursive that begin with a designated letter.

7. The learner will name the letters in given words written in cursive.

8. The learner will identify the cursive form of a given manuscript letter or the manuscript form of a given cursive letter.

3. Recognize alphabetical order

1. The learner will arrange given letters in alphabetical order.

2. The learner will identify the letters that immediately follow and precede a given letter in the alphabet.

3. The learner will arrange given words in alphabetical order.

4. Identify vowels and consonants

1. The learner will identify vowels in the alphabet or in words.

2. The learner will identify consonants in the alphabet or in words.

3. The learner will name the vowels from memory.

5. Use letters

1. Given an upper- or lower-case letter in manuscript, the learner will write its corresponding upper- or lower-case form.

2. Given the name of a letter, the learner will write it in manuscript in upper- or lower-case.

3. Given an upper- or lower-case letter in cursive, the learner will write its corresponding upper- or lower-case form.

4. Given the name of a letter, the learner will write it in cursive in upper- or lower-case.

5. The learner will write in manuscript a familiar word after hearing it spelled.

6. The learner will write in cursive a familiar word after hearing it spelled.

7. Given letters in manuscript, the learner will write them in cursive and vice versa.

8. Given words in manuscript, the learner will write them in cursive and vice versa.

B. Recognizing sound-symbol relationships (phonics)

1. Identify initial single consonants

1. Given a word orally, or a picture of an object, the learner will identify its initial single consonant.

2. The learner will say a given written word, pronouncing the single initial consonant correctly.

3. The learner will generate other words that have the same initial consonant as a given written word.

4. The learner will identify from a set of written words those beginning with the same single consonant sound as a given word.

5. The learner will identify words beginning with a single consonant sound.

6. Given a word beginning with a single consonant, the learner will substitute other beginning consonants to create new words.

7. Given a written consonant and several pictures of objects, the learner will identify the object whose name begins with the given consonant.

2. Identify final single consonants

1. Given a word orally, or a picture of an object, the learner will identify its final single consonant.

2. The learner will say a given written word, pronouncing the final single consonant correctly.

3. The learner will generate other words that have the same final consonant as a given written word.

4. The learner will identify from a set of written words those ending with the same single consonant sound as a given word.

5. The learner will identify words ending with a single consonant sound.

6. Given a word ending with a single consonant, the learner will substitute other final consonants to create new words.

7. Given a written consonant and several pictures of objects, the learner will identify the object whose name ends with the given consonant.

3. Identify medial single consonants

1. Given a word orally, or a picture of an object, the learner will identify its medial single consonant.

2. The learner will say a given written word, pronouncing the single medial consonant correctly.

3. The learner will generate other words that have the same medial consonant as a given written word.

4. The learner will identify from a set of written words those containing the same single medial consonant sound as a given word.

5. The learner will identify words containing a single medial consonant sound.

6. Given a written consonant and several pictures of objects, the learner will identify the object whose name contains the given consonant in the medial position.

II B 4

II B 5

4. Identify initial consonant digraphs

   1. Given a word orally, or a picture of an object, the learner will identify its initial consonant digraph.

   2. The learner will say a given written word pronouncing the initial consonant digraph correctly.

   3. Given a written consonant digraph and several pictures of objects, the learner will identify the object whose name begins with the given digraph.

   4. The learner will generate other words that have the same initial consonant digraph as a given written word.

   5. The learner will identify words beginning with a consonant digraph sound.

   6. Given a word beginning with a consonant digraph, the learner will substitute other beginning consonant digraphs to create new words.

   7. Given pairs of words, one of which begins with a consonant digraph, the other having the same initial consonants but a different pronunciation, the learner will pronounce the words correctly.

5. Identify final consonant digraphs

   1. Given a word orally, or a picture of an object, the learner will identify its final consonant digraph.

   2. The learner will say a given written word, pronouncing the final consonant digraph correctly.

   3. Given a written consonant digraph and several pictures of objects, the learner will identify the object whose name ends with the given digraph.

   4. The learner will generate other words that have the same final consonant digraph as a given written word.

   5. The learner will identify words ending with a consonant digraph sound.

6. Given a word ending with a consonant digraph, the learner will substitute other final consonant digraphs to create new words.

6. Identify medial consonant digraphs

1. Given a word orally, or a picture of an object, the learner will identify its medial consonant digraph.

2. The learner will say a given written word, pronouncing the medial consonant digraph correctly.

3. Given a written consonant digraph and several pictures of objects, the learner will identify the object whose name contains the given digraphs in the medial position.

4. The learner will generate other words that have the same medial consonant digraph as a given written word.

5. The learner will identify words containing a medial consonant digraph sound.

6. Given pairs of words, one of which has a medial consonant digraph, the other having the same medial consonants but a different pronunciation, the learner will pronounce the words correctly.

7. Initial consonant blends

1. Given a word orally, or a picture of an object, the learner will identify its initial consonant blend.

2. The learner will say a given written word pronouncing the initial consonant blend correctly.

3. The learner will generate other words that have the same initial consonant blend as a given written word.

4. The learner will identify words beginning with consonant blends.

5. Given a word orally with a beginning consonant blend, the learner will identify from a list of written words those with the same beginning consonant blend as the given word.

6. The learner will identify from words given orally or from pictures of objects those that begin with a given written consonant blend.

7. Given a word beginning with a consonant blend, the learner will substitute other beginning consonant blends to create new words.

8. Identify final consonant blends

1. Given a word orally, or a picture of an object, the learner will identify its final consonant blend.

2. The learner will say a given written word, pronouncing the final consonant blend correctly.

3. The learner will generate other words that have the same final consonant blend as a given written word.

4. The learner will identify words ending with consonant blends.

5. Given a word orally with a final consonant blend, the learner will identify from a list of written words those with the same final consonant blend as the given word.

6. The learner will identify from words given orally, or from pictures of objects, those that end with a given written consonant blend.

7. Given a written word ending with a consonant blend, the learner will substitute other final consonant blends to create new words.

9. Identify medial consonant blends

1. Given a word orally, or a picture of an object, the learner will identify its medial consonant blend.

2. The learner will say a given written word, pronouncing the medial consonant blend correctly.

3. The learner will generate other words that have the same medial consonant blend as a given written word.

4. The learner will identify words with medial consonant blends.

5. Given a word orally with a medial consonant blend, the learner will identify from a list of written words those with the same medial consonant blend as the given word.

6. The learner will identify from words given orally or from pictures of objects those that contain a given written medial consonant blend.

7. Given a written word containing a medial consonant blend, the learner will substitute other medial consonant blends to create new words.

10. Identify consonant sounds (single, digraphs, and blends)

1. The learner will complete a given written word by identifying its missing single consonant, digraph, or blend.

2. Given a word orally, or a picture of an object, the learner will identify its initial, final, or medial consonant letter(s), as indicated.

3. Given an oral word and a written consonant (single, blend, or digraph) from that word, the learner will identify whether the consonant is in the initial, medial, or final position.

4. The learner will generate words containing a given consonant, consonant digraph, or consonant blend in an indicated position.

11. Identify short vowel sounds

1. The learner will say a given written word, pronouncing the short vowel sound correctly.

2. The learner will say the short sound of given written vowels.

3. Given an oral word containing a short vowel sound, the learner will identify from a list of written words those containing the same short vowel sound as the given word.

4. The learner will identify the letter that represents the short vowel sound of words given orally or illustrated in pictures.

5. From a list of written words, the learner will identify those that have the same short vowel sound.

6. The learner will generate other words that have the same short vowel sound as a given word.

7. The learner will identify from given written words those containing short vowel sounds.

8. Given a word containing a short vowel sound, the learner will substitute other short vowel sounds to create new words.

12. Identify long vowel sounds

1. The learner will say a given written word, pronouncing the long vowel sound correctly.

2. The learner will say the long sound of given written vowels.

3. Given an oral word containing a long vowel sound, the learner will identify from among given written words those containing the same long vowel sound as the given word.

4. The learner will identify the letter that represents the long vowel sound of words given orally or illustrated in pictures.

5. From a list of written words, the learner will identify those that have the same long vowel sound.

6. The learner will generate other words that have the same long vowel sound as a given word.

7. The learner will identify from given written words those containing long vowel sounds.

8. Given a word containing a long vowel sound, the learner will substitute other long vowel sounds to form new words.

13. Identify vowel controllers

1. The learner will say a given written word, pronouncing the vowel and its controller correctly.

2. The learner will generate other words that have the same vowel sound and controller as a given word.

3. The learner will identify vowel controller in written words.

4. The learner will identify vowel controllers in oral words.

5. Given a word containing a vowel and controller, the learner will substitute another vowel or controller to create new words.

6. Given a vowel and controller, the learner will add letters to form complete words, maintaining the sound of the vowel and controller.

14. Identify vowel digraphs

1. The learner will say a given written word, pronouncing the vowel digraph correctly.

2. The learner will identify from given written words those containing vowel digraphs.

3. Given a word containing a vowel digraph, the learner will substitute other vowel digraphs to form new words.

4. Given a word orally or a picture whose name contains a vowel digraph, the learner will spell the digraph.

5. Given a vowel digraph, the learner will form words using the digraph.

6. Given a word containing a vowel digraph, the learner will identify the letter which represents the long vowel and the letter which is silent.

7. From a list of written words containing vowel digraphs, the learner will identify those with the same vowel digraph sound.

8. From a list of written words containing the same vowel digraph, the learner will identify those with different sounds.

15. Identify vowel diphthongs

1. The learner will say a given written word, pronouncing the vowel diphthong correctly.

2. Given a word orally containing a diphthong, the learner will identify from a set of written words those containing the same diphthong as the word specified.

3. Given pairs of written words, the learner will identify those containing the same diphthong sound and those containing different diphthong sounds.

4. The learner will identify from given words those containing diphthongs and those containing vowel digraphs.

5. Given a word orally containing a diphthong, the learner will spell the diphthong.

6. The learner will generate words containing a given vowel diphthong sound.

16. Identify vowel sounds (short, long, controllers, digraphs, diphthongs)

1. The learner will complete given written words by adding the missing single vowel, vowel digraph, or diphthong.

2. The learner will identify words containing the same vowel sound.

3. The learner will generate words containing a designated vowel sound.

4. The learner will identify designated types of vowels in given written and oral words.

5. Given a word containing a vowel sound, and a specific vowel sound to substitute for it, the learner will form a new word.

6. Given pairs of written words, identical except for a final "e" in one, the learner will pronounce the words correctly.

7. Given pairs of written words, identical except that one has a single and the other a double consonant, the learner will pronounce the words correctly.

8. Given pairs of written words, identical except that one has a final consonant, the learner will pronounce the words correctly.

17. Identify silent letters

1. The learner will select from written words those that contain a silent letter, and identify the silent letter.

2. The learner will identify rules governing the pronunciation of words with silent letters.

3. The learner will pronounce a given written word containing a silent letter.

C. Apply Rules of Spelling and Mechanics

1. Recognize regular spelling patterns

1. The learner will identify silent letters in words with regular spelling patterns.

2. The learner will correctly spell words with regular spelling patterns.

3. The learner will correctly pronounce written words with regular spelling patterns.

4. The learner will identify rules governing words with regular spelling patterns.

5. The learner will identify words with regular spelling patterns.

2. Recognize variant spelling patterns

1. The learner will identify silent letters in words with variant spelling patterns.

2. The learner will correctly spell words with variant spelling patterns.

3. The learner will correctly pronounce words with variant spelling patterns.

4. The learner will identify rules governing words with variant spelling patterns.

5. The learner will identify words with variant spelling patterns.

6. The learner will explain why a given word is considered variant.

3. Apply phonic generalizations

1. Given unfamiliar written words, the learner will pronounce them correctly.

2. Given words orally, the learner will spell them correctly.

4. Punctuation and capitalization

1. The learner will identify the beginning of each sentence in a given passage.

2. The learner will identify the ending of each sentence in a given passage.

3. The learner will identify the meaning of punctuation marks and capital letters.

4. The learner will supply missing punctuation marks and capital letters in given sentences.

D. Recognize the division of words into units of meaning (structural analysis)

1. Form compound words

1. The learner will identify the simple words making up a compound word.

2. Given words in random order that may be combined into compound words, the learner will form compound words.

3. The learner will generate compound words from a given simple word.

4. Given an unknown compound word composed of familiar simple words, the learner will identify the meaning of the compound.

5. Given a sentence containing one word of a compound word, the learner will use the context of the sentence to identify the missing part.

6. The learner will produce compound words.

2. Form inflectional endings

1. The learner will identify or write the possessive form of a given noun or pronoun.

2. The learner will write or complete a phrase or sentence using a possessive.

3. The learner will spell possessives correctly.

4. The learner will identify correctly and incorrectly used possessives in given phrases or sentences.

5. The learner will indicate whether written words ending in s are possessives, plurals or verbs.

6. The learner will write the plural form of given words.

7. The learner will write the singular form of given plural words.

8. The learner will explain when to use a plural form.

9. The learner will use the plural of a given word in writing phrases and sentences.

10. The learner will identify correct and incorrect uses of plurals in given phrases or sentences.

11. The learner will spell plural words correctly.

12. Given a sentence with a word missing, the learner will fill in an appropriate singular or plural word.

13. Given a familiar verb and a specified inflection, the learner will construct the designated inflectional form of the verb given.

14. Given a sentence with a verb missing, the learner will fill in the appropriate inflected form of a verb.

15. The learner will identify the tense of given sentences.

16. Given a verb with a specified inflection, the learner will write phrases or sentences using the designated verb form.

17. The learner will correctly spell inflected verb forms.

18. The learner will identify correct and incorrect uses of inflected verb forms in given phrases or sentences.

19. The learner will write the correct comparative and superlative form of given adjectives.

20. Given a written adjective which contains a comparative or superlative ending, the learner will write the positive form of the adjective.

21. The learner will identify comparative or superlative endings in written words.

22. The learner will write or complete a phrase or sentence using the comparative or superlative form of a given adjective.

23. The learner will correctly spell comparative and superlative forms of given adjectives.

24. The learner will identify correct and incorrect uses of comparatives and superlatives in given written phrases and sentences.

3. Form contractions

1. Given two written words normally contracted, the learner will identify their contraction.

2. Given a written contraction, the learner will identify the two words that form it.

3. The learner will correctly spell and punctuate contractions.

4. The learner will identify the letter(s) that the apostrophe represents in given contractions.

5. The learner will generate contractions from a given written word.

4. Form abbreviations

1. The learner will identify the abbreviations of given words.

2. Given an abbreviation, the learner will identify the word for which it stands.

3. The learner will identify instances where it is appropriate to abbreviate and where it is not.

5. Identify syllabication and word accents

1. The learner will divide given words into syllables.

2. Given a written word, the learner will identify the rule which governs the syllabication of that word.

3. The learner will identify the primary and secondary accented syllables and the unaccented syllables of given words.

4. Given pairs of written sentences which contain heteronyms, the learner will read each sentence pronouncing the heteronym correctly.

5. The learner will place accent marks on pairs of written heteronyms to show the different pronunciation.

6. The learner will identify the number of syllables in written words.

6. Identify prefixes, suffixes, and roots

1. The learner will identify the root, prefix, or suffix of a given written word.

2. The learner will add a prefix or suffix to a given root word, making appropriate spelling changes in the root when necessary.

3. The learner will identify from given words those with prefixes or suffixes.

4. The learner will supply a prefixed or suffixed word to complete a given incomplete sentence.

5. Given the definition of a prefixed or suffixed word and the word's root, the learner will use the definition to complete the word.

6. The learner will identify the meaning of given prefixes, suffixes, and roots.

7. The learner will correctly spell prefixed and suffixed words.

8. The learner will identify prefixed or suffixed words that mean the same as given phrases.

9. The learner will explain how the addition of a designated prefix or suffix changes the meaning of a given word.

10. Given a new word and the meaning of its prefix, suffix, and/or root, the learner will identify the meaning of the new word.

11. The learner will use given prefixed or suffixed words in sentences.

12. The learner will paraphrase given sentences, adding a prefix or suffix to a word in the original sentence (e.g., She is a beauty--She is beautiful).

13. The learner will explain how a knowledge of prefixes, suffixes, and roots helps him to understand the meaning of new words and to develop his vocabulary.

III. Vocabulary Skills

A. Incorporate listening and speaking skills into reading vocabulary

1. Given a new written word that is in his listening and speaking vocabulary, the learner will say it.

2. Given a new written word that is in his listening and speaking vocabulary, the learner will identify an illustration or object related to that word.

3. Given a written list of words, phrases, or sentences, the learner will identify the word or words in them dictated by the teacher.

4. Given illustrations and sets of descriptive written words, phrases or sentences, the learner will select the word, phrase or sentence which best describes each illustration.

5. Given known words or phrases, the learner will locate them in a given reading selection.

6. Given a familiar written word, the learner will use it in an oral sentence.

7. Given a known word, the learner will identify its definition.

8. Given a definition, the learner will identify the word defined.

9. The learner will seek the meaning of new words he reads or hears.

B. Recognize and use synonyms, homonyns, antonyms, and heteronyms

1. The learner will identify synonyms in given pairs of words, lists of words, or reading selections.

2. The learner will identify antonyms in given pairs of words, lists of words, or reading selections.

3. The learner will identify homonyms in given pairs of words, lists of words, or reading selections.

4. The learner will generate synonyms for given words.

5. The learner will generate homonyms for given words.

6. The learner will generate antonyms for given words.

7. The learner will identify the definitions for a given pair of homonyms.

8. The learner will identify the definitions for a given pair of antonyms.

9. Given a pair of heteronyms, the learner will identify their definitions.

10. Given a pair of heteronyms, the learner will use each in a sentence.

C. Recognize word meaning from context

1. Given an unfamiliar word in context, the learner will use context clues to identify the meaning of the word.

2. Given an incomplete sentence, the learner will complete it by identifying a word or phrase suitable to the context of the sentence.

3. Given two or more sentences, each using the same multiple-meaning word in a different context, the learner will identify each different meaning of the word.

4. Given an unfamiliar word in a context sufficient to identify the word's meaning, the learner will identify the context clues that helped him derive the meaning.

5. Given a familiar word in context, used in a new or specialized way, the learner will use context clues to identify the new or specialized meaning of the word.

D. Recognize historical origins of words

1. The learner will identify in a given selection those words and phrases which have a different meaning today than they did when the selection was written.

2. Having identified words which have changed in meaning, the learner will identify both their original and their current meanings.

3. Given a new word in context and its etymology, the learner will identify the word's meaning as used in the context.

4. Given a familiar word or phrase, the learner will identify its origin.

E. Recognize and use non-literal language

1. The learner will identify specified figures of speech in reading selections.

2. The learner will identify examples of literal and non-literal phrases or sentences in given selections.

3. The learner will use figures of speech to complete or write sentences.

4. The learner will identify the definitions of designated figures of speech.

5. The learner will identify idioms in a list of phrases or in given sentences or passages.

6. The learner will use idioms to complete or write sentences.

7. The learner will identify colloquialisms in a list of words or phrases, or in given sentences or passages.

8. The learner will use colloquialisms to complete or write sentences.

9. The learner will identify onomatopoetic words in a given list of words, in sentences, or in passages.

10. The learner will identify onomatopoetic words to match illustrations or descriptive phrases.

F. Recognize denotation, connotation, and nuance

1. Given words with similar denotation, the learner will identify the differences in connotation or nuance.

2. The learner will choose from a list of words with similar meanings but with different connotations or nuances the correct word to complete a given sentence.

3. Given a set of words with similar meanings but different connotations, the learner will write sentences that illustrate the different connotations.

4. Given a word, the learner will use it in two or more sentences which reveal differences in connotation of that word.

G. Use a systematic and continuing method of word study to increase vocabulary

1. The learner will demonstrate a growing active and passive vocabulary as revealed in his speech, written work, and vocabulary tests.

2. The learner will actively engage in the process of vocabulary development by, for example, maintaining lists of unknown words, looking up their meanings in the dictionary, using the words in conversation, etc.

IV. Comprehension

A. Literal Comprehension

1. Identify main ideas and major concepts

1. The learner will select or write a title for an untitled reading selection.

2. The learner will identify the main ideas and major concepts of a selection.

3. The learner will summarize a selection or passage he has just read.

4. Given the main ideas of a selection, the learner will identify ideas subordinate to each main idea.

5. The learner will paraphrase a given passage.

6. Given a reading selection, the learner will identify key words, phrases or passages important to the meaning of the selection.

2. Find and relate details

1. Given a passage or incident from a reading selection, the learner will identify the selection.

2. After reading a selection, the learner will answer specific questions or find detailed information.

3. Given a list of lines from a familiar selection, the learner will identify those which are main ideas and those which give detailed information.

3. Recognize sequence of ideas

1. After reading a given selection, the learner will identify its main events in proper sequence.

2. The learner will arrange a scrambled set of words or sentences in logical order.

3. The learner will explain why the sequence of events or ideas in a given selection is necessary or effective.

IV B1

B. Interpretation

IV B2

1. Understand relationships

1. The learner will identify related words or statements.

2. The learner will identify the relationship between given words, statements or passages.

3. Given phrases or sentences, some of which are similar in meaning, the learner will indicate those which are similar.

4. The learner will identify the relationship between the elements compared in a given analogy.

5. The learner will identify the missing element in a given analogy.

6. Given class concepts, the learner will identify members belonging to each class.

7. Given class members (words or statements), the learner will identify class concepts.

8. Given class members, the learner will identify additional members in the same class.

2. Recognize cause and effect

1. Given a significant event from a reading selection, the learner will identify its cause.

2. Given a significant event from a reading selection, the learner will identify its consequences.

3. Given a hypothetical situation, the learner will select or write a probable cause.

4. The learner will select or discuss probable consequences of given situations.

5. Given a statement or passage involving cause and effect, the learner will identify the cause and the effect.

3. Make inferences

   1. The learner will identify from several statements concerning a given reading selection, those which are directly quoted from the selection and those which can be inferred.

   2. The learner will answer questions about a given hypothetical situation which require him to infer information not literally or directly stated in the situation as given.

   3. Given pairs of statements or passages which are similar in meaning but contain differences in the feeling or attitudes conveyed, the learner will describe the differences.

   4. Given an incomplete passage, the learner will select or write a sentence to complete it.

4. Interpret figurative and descriptive language

   1. After reading a descriptive passage, such as a poem, the learner will indicate words or phrases evoking sensory images.

   2. The learner will translate given examples of non-literal language.

   3. Given a selection containing symbolism, the learner will identify or explain the meaning of the symbolism.

5. Recognize and interpret emotional reactions

   1. Given a passage in which an emotion is conveyed, the learner will identify the emotion described in the passage.

   2. Given a passage in which words are missing which express the feelings of characters in the passage, the learner will identify an appropriate word for each blank.

   3. Given a passage in which an emotion is conveyed, the learner will identify the words or phrases conveying emotion.

   4. The learner will interpret how a person would react to a given situation by identifying an appropriate emotion.

5. The learner will describe and interpret emotional reactions of characters in a given reading selection.

6. Given quotations from characters in a reading selection the learner will identify or describe the characters' feelings as implied by the quotations.

6. Identify and arrive at conclusions and generalizations

1. After reading several fables, the learner will describe the characteristics of a fable.

2. Given a work which conveys a moral, the learner will identify the moral.

3. Given statements of fact, opinion, and hypothesis, the learner will identify the characteristics of or define each type of statement.

4. Given a non-fiction reading selection, the learner will identify the author's conclusion.

5. Given several selections of the same type, the learner will identify the characteristics of that type.

6. Given two situations, arguments or ideas which are the same but are expressed in different terminology, the learner will identify the similarity.

7. Compare and contrast information and ideas

1. Given several sentences, the learner will indicate which sentences are opposite in meaning.

2. Given a passage and a paraphrase of a statement appearing in that passage, the learner will locate the original statement in the passage.

3. Given two selections similar in certain respects, such as theme, mood, plot or setting, the learner will identify the similarities and differences.

4. Given reading selections offering different interpretations of, or different points of view concerning the same issue, event or problem, the learner will identify or describe the differences and inconsistencies.

8. Evaluate ideas and information

1. Given a fantasy, the learner will identify events that could not happen in real life.

2. Given sentences, the learner will identify those that are realistic and those that are make-believe.

3. Given several statements, the learner will identify them as fact, opinion or hypothesis.

4. The learner will locate in a newspaper or magazine an example of a well-documented and poorly documented article or editorial and give the reasons for each selection.

5. The learner will identify statements of fact, opinion, and value in a given article or editorial.

6. The learner will identify in a given article or editorial the author's opinions and one or more reasons or statements on which each opinion is based.

7. Given a reading selection, the learner will identify the opinions, philosophy or values of the author.

8. After reading a given non-fiction selection, the learner will discuss how well the author substantiated his opinions with facts and references.

9. Given a reading selection, the learner will identify the author's purpose.

10. The learner will discuss why different newspapers or magazines often give very different accounts of the same event.

11. The learner will evaluate given articles, editorials, or other reading selections according to such criteria as accuracy in reporting facts, care given to exactness, documentation, etc.

9. Develop critical reading skills

   1. Given a selection expressing an opinion, the learner will discuss why he agrees or disagrees with the opinions and conclusions of the author.

   2. Given a reading selection, the learner will state whether it is relatively biased or unbiased.

   3. Given a reading selection, the learner will identify propaganda techniques such as persuasion, unstated assumptions, and emotionally charged statements.

   4. Given a reading selection, the learner will identify evidence of illogical thinking such as inconsistencies in data, false assumptions, and fallacies.

   5. Given several persuasive statements, the learner will identify the type of persuasive device used in each.

   6. The learner will identify the type of persuasive device(s) used in a given article, editorial, advertisement or speech.

   7. The learner will explain the effects persuasive devices in a given selection or advertisement have on the reader.

   8. The learner will report on a book he has read, giving his comments, criticisms, opinions, etc.

10. Develop oral reading skills

   1. The learner will read given selections orally, with correct interpretation of punctuation and appropriate phrasing, speed, pronunciation, enunciation, and intonation.

   2. The learner will read a selection orally without unnecessary sounds, movements or tension.

   3. The learner will read given poems orally with appropriate rhythm.

   4. The learner will read a given selection orally with the expression, tone, and emotion appropriate to the selection.

5. After reading a selection orally, the learner will demonstrate comprehension by answering specific questions about its content.

C. Attitude toward reading

1. Take proper care of reading materials

1. The learner will not damage books (by writing in them, tearing or folding pages, etc.).

2. The learner will return classroom and library books to shelves after use.

3. The learner will return borrowed books to their owners and will return library books on time.

2. Read for enjoyment

1. The learner will explain what he liked and disliked about the stories or books he selected and read.

2. The learner will volunteer to read a favorite poem or selection to the class.

3. The learner will indicate that he enjoys reading activities in class.

4. The learner will recommend to others the reading selections he has particularly enjoyed.

5. The learner will indicate that he enjoys and reads many different types of reading materials.

6. The learner will indicate that he often reads in leisure time independently of school requirements.

7. The learner will indicate that he is acquainted with a wide variety of children's literature.

3. Appreciate reading

1. The learner will indicate that he appreciates the many values of reading.

2. The learner will indicate that he is developing a discriminating choice of reading materials.

3. The learner will select reading materials of a difficulty appropriate to his ability.

4. Relate personally to reading

   1. The learner will identify the feeling or mood conveyed by a given selection.

   2. The learner will describe how he would feel or what he would do if he were a designated character in a reading selection.

   3. Given a descriptive reading selection, the learner will indicate the effects the mood and imagery have on him.

   4. The learner will give his opinion concerning a current event or issue about which he has read.

   5. The learner will answer questions in such a way as to indicate his frequent personal involvement in what he reads.

   6. The learner will describe a specific instance in which his attitude or behavior was changed through reading.

   7. The learner will report on his emotional response to a non-fiction reading selection.

V. Location and Study Skills

A. Recognize and Use Textbook Aids

1. Title page

1. The learner will locate the title page of a book.

2. The learner will identify the information a title page contains.

2. Copyright

1. The learner will locate the copyright in a book.

2. The learner will define copyright, giving its function and the information it contains.

3. Format

1. Given a textbook, the learner will locate framed or boxed information.

2. The learner will explain why framed or boxed information is separated from the text.

3. The learner will locate symbols and colors in a given textbook.

4. The learner will identify the use or meaning of specified symbols or colors in a given text.

4. Table of contents

1. The learner will locate the table of contents of a book.

2. The learner will describe the information in a table of contents and its usefulness.

3. The learner will identify the chapters in a unit.

4. The learner will use the table of contents of a book to locate specific information or answer specific questions.

5. Given chapter titles and a list of unit titles from a textbook, the learner will classify the chapter titles under the appropriate unit title.

6. Given a reader, a novel, and a textbook, the learner will describe the similarities and differences in their tables of contents.

5. Section and paragraph headings

   1. Given a chapter from a textbook, the learner will locate the heading of each section in that chapter.

   2. The learner will locate a given section in a textbook chapter.

   3. After reading a passage in a textbook, the learner will identify or write an appropriate section heading for the passage.

   4. Given a section heading from a textbook, the learner will briefly explain what that section might be about.

6. Italics

   1. The learner will locate italics in a given selection.

   2. The learner will identify the uses of italics.

7. Bold-face type

   1. The learner will locate bold-face type in a given selection.

   2. The learner will identify the uses of bold-face type.

8. Index

   1. The learner will locate the index of a given book.

   2. The learner will identify the contents and uses of an index.

   3. The learner will use the index to answer given questions or locate desired information.

   4. Given a problem or question, the learner will identify the key word(s) he would look up in an index to find information related to the problem.

9. Appendix

   1. The learner will locate the appendix of a textbook.

   2. The learner will identify the contents in the appendix of a given textbook.

   3. The learner will identify reasons why some books have appendices.

   4. The learner will use the appendix of a book to find answers to given questions.

10. Introductory material

   1. The learner will locate the introduction foreword, or preface to a book.

   2. The learner will describe the contents of an introduction, preface, or foreword.

   3. The learner will describe the functions of introductions, forewords, or prefaces.

11. Overviews

   1. The learner will locate the overview of a chapter.

   2. The learner will explain the uses of chapter overviews.

   3. After reading a chapter overview, the learner will describe what the chapter is about.

   4. The learner will read a given chapter and write an overview for it.

12. Summaries

   1. The learner will locate a chapter summary in a textbook.

   2. The learner will identify the uses of chapter summaries.

   3. After reading a chapter, the learner will summarize it.

   4. The learner will read the overview and summary of a given chapter and explain their similarities and differences.

13. Bibliographies

    1. The learner will locate the bibliography of a given textbook.

    2. The learner will identify the uses of bibliographies.

    3. The learner will identify each item of information in a given bibliographical reference.

14. Glossary

    1. The learner will locate the glossary of a textbook.

    2. The learner will identify the contents and uses of glossaries.

    3. Given a word from a textbook, the learner will locate its definition in the glossary.

15. Footnotes

    1. The learner will locate a footnote in a given book.

    2. The learner will identify the passage to which a footnote refers.

    3. The learner will identify the meaning of the symbols and abbreviations commonly used in footnotes.

    4. Given a passage in a book with a footnote, the learner will identify the reason for the footnote and explain why it is not included in the text.

    5. The learner will identify the uses of footnotes.

16, Pictorial and graphic representations

    1. Given a graph, diagram, table, picture or chart, the learner will summarize the information it provides.

    2. Given a selection containing pictures, graphs or diagrams, the learner will explain how a representation helps clarify the content of the selection.

    3. The learner will locate in a text the pictorial or graphic representations matching given statements or descriptions of data.

17. Pronunciation keys

    1. Given a dictionary, the learner will locate the pronunciation key.

    2. The learner will describe the contents and uses of a pronunciation key.

    3. Given an unfamiliar word, the learner will use a pronunciation key to pronounce the word correctly.

    4. Given a familiar word, the learner will use the symbols of a pronunciation key to show how it should be pronounced.

18. Language abbreviations

    1. Given a list of words that can be abbreviated, the learner will use a dictionary to identify their abbreviations.

    2. The learner will use the table of abbreviations of a textbook or reference book to identify the words for which designated abbreviations stand.

19. Marginal notes

    1. Given a textbook, the learner will locate a marginal note.

    2. The learner will identify the contents and uses of marginal notes.

    3. Given a selection from a textbook without marginal notes, the learner will compose marginal notes for the selection.

20. List of suggested readings

    1. Given a book, the learner will locate its list of suggested readings.

    2. The learner will identify the contents and uses of a list of suggested readings.

    3. The learner will identify the types of books that might be in a list of suggested readings for a given chapter or book.

    4. The learner will describe the similarities and differences between a list of suggested readings and a bibliography.

21. Answer keys

1. The learner will locate the answer key for a given chapter test in a textbook.

2. The learner will explain how an answer key should be used.

22. Etymologies

1. Given a dictionary, the learner will locate an example of an etymology.

2. The learner will identify the contents and uses of etymologies.

3. The learner will use the etymologies of a dictionary to find the origins of given words.

B. Identify and Use Library Resources

1. Organization and card catalogue

1. Given a diagram of the floor layout of a library, the learner will identify the card catalogue, book stacks, periodicals section, reference desk, and check-out desk.

2. Given a library catalogue card, the learner will identify the author, title, subject, and call number of the book.

3. The learner will identify the use of the information on a library catalogue card.

4. The learner will correctly fill out a check-out card for a selected library book.

5. Given a book title, the learner will find its author and call number in the card catalogue.

6. Given the name of an author, the learner will find in the card catalogue the titles and call numbers of books by that author.

7. Given a topic, the learner will locate in the card catalogue the title, author, and call number of one or more books on that topic.

2. Location of materials

1. Given the call number of a book, the learner will indicate on a diagram of the floor layout of a library the section of the library in which the book can be found.

2. Given the title of a book, the learner will find the book in the library using the card catalogue and library floor layout.

3. Given a topic, the learner will use the card catalogue to locate one or more library books on that topic.

4. Given fiction books by different authors, the learner will return them to their correct place on the library shelf.

5. Given a chart of the book arrangement of a library using the Dewey Decimal System, the learner will identify the area in which a designated book or topic would be found.

6. Given the name of a periodical, the learner will use the card catalogue to indicate whether it can be found in the library.

7. Given a topic, the learner will find in the library a magazine article dealing with that topic.

8. Given a title of an article, the name of the periodical, and the number of the issue in which the article is found, the learner will locate the article in the library.

C. Identify and Use Other Sources of Information

1. Dictionaries

1. The learner will identify the various guides and sections found in a dictionary.

2. The learner will describe the use of each section of a dictionary entry.

3. Given a list of words beginning with the same letter or letters, the learner will arrange the words in alphabetical order.

4. Given a new word, the learner will use a dictionary to locate its definition.

5. The learner will use a dictionary to find a synonym or antonym for a new word.

6. The learner will identify a set of dictionary guide words and their function.

7. Given a set of guide words, the learner will identify from a list those words which would be found on a dictionary page having those guide words.

8. Given sets of sentences, each containing the same word but with variations in its meaning, the learner will use the context of the sentences and the dictionary to identify the meaning of the word in each sentence.

9. Given a sentence containing an unfamiliar multi-meaning word, the learner will select from the dictionary that meaning of the word appropriate to the context of the sentence.

10. The learner will use the dictionary to identify and add the diacritical marks and the accent(s) to given words.

11. The learner will use a dictionary to identify the meaning of diacritical marks.

12. The learner will use a dictionary to find the pronunciation of an unfamiliar word and pronounce the word correctly.

2. Encyclopedias

1. Given an encyclopedia, the learner will identify the types of information found in it.

2. The learner will indicate how the information in a given encyclopedia is arranged and how to locate desired topics.

3. The learner will describe the similarities and differences between an encyclopedia and a dictionary.

4. The learner will locate the index of an encyclopedia.

5. The learner will identify the information contained in the index of an encyclopedia.

6. The learner will use the index of an encyclopedia to locate the volume and page number of a given topic, illustration, or map.

7. Given names or topics with two or more words, the learner will identify which word he should use to find that name or topic in an encyclopedia.

8. The learner will use the encyclopedia to answer given questions.

3. Magazines

1. Given a magazine, the learner will locate the table of contents, the year the magazine was established, how often it is published, the name of the publisher and editor, the volume and magazine number.

2. Given the names of various types of magazines, the learner will identify the kinds of information that would be found in each type.

3. Given questions or topics, the learner will identify those which would profitably be researched in magazines.

4. Newspapers

1. Given a newspaper, the learner will identify the headline, caption, column, editorial, index, sports page, weather report, or classified ads.

2. Given the name of a newspaper section, the learner will describe the types of information found in that section.

3. The learner will use the newspaper to answer given questions.

4. The learner will find a newspaper article dealing with a given event or topic.

5. Maps and atlases

   1. The learner will identify the kinds of information an atlas contains.

   2. Given a location, the learner will use the index of an atlas to find a map on which the location would be found.

   3. The learner will identify different types of maps.

   4. The learner will explain the similarities and differences between maps and globes, and the advantages and disadvantages of each.

   5. Given the name of a device used in map reading-legend, index, latitude and longitude lines, time zones, scale, compass, etc. - the learner will find it on a map.

   6. The learner will explain the meaning and use of map symbols, colors, keys, and other devices used in map reading.

   7. The learner will use the symbols, colors, or keys of a map to answer specific questions.

   8. Given a map and a location, the learner will find the location on the map.

   9. Given a map and two widely separated points on the map, the learner will indicate the route he would take to travel from one point to the other.

   10. The learner will draw a simple map of his school, community, state or country including items and locations specified by the teacher.

6. Graphs, charts, tables, diagrams

   1. Given a graph, table, chart, or diagram, the learner will summarize the information it provides.

2. Given a graphic illustration, the learner will use the legend or key to identify the meaning of designated symbols.

3. Given a graph, table, chart, or diagram, the learner will answer questions about its content.

4. Given a line, bar or circle graph, the learner will identify it by type.

5. The learner will describe the functions and advantages of graphs, tables, charts, and diagrams in a text.

6. Given explanatory sentences or paragraphs, the learner will match them to the graph, chart, table, or diagram they describe.

7. The learner will identify the types of information each type of graphic illustration best provides.

8. Given a graph, table, chart, or diagram with missing information, and a reading selection containing the missing information, the learner will read the selection and complete the graph.

7. Pictures

1. The learner will find a designated picture in the picture file.

2. The learner will describe the functions and advantages of accompanying written materials with pictures.

3. The learner will locate in picture files, magazines, etc., pictures to illustrate reading selections, his own written work, or class projects.

8. Specialized reference materials

1. Given a specific reference work, the learner will describe its content and use.

2. Given a list of questions and a list of specialized reference materials, the learner will identify the reference which would provide the answer to each question.

3. The learner will locate an article about a given subject in the Reader's Guide to Periodical Literature.

4. Given an entry from the Reader's Guide, the learner will identify the meaning of each item of information in the entry.

D. Use effective study procedures

1. Follow directions

1. The learner will correctly follow written instructions for tasks and hobbies.

2. The learner will correctly follow instructions and rules for indoor and outdoor games.

3. The learner will correctly follow the directions, written or oral, for taking quizzes, tests, and examinations.

4. The learner will correctly follow directions to complete textbook exercises, classwork, and homework assignments.

5. The learner will correctly follow instructions to fill out forms and applications.

2. Determine appropriate sources of information

1. Given a topic or problem, the learner will identify one or more appropriate sources of information on that topic or problem.

2. The learner will use appropriate study sources to complete assignments.

3. Skim for general information

1. The learner will define skimming.

2. The learner will identify when and why skimming is helpful.

3. After skimming a given reading selection, the learner will identify its main ideas or general content. (Timed)

4. After skimming a given reading selection, the learner will answer questions about it. (Timed)

5. The learner will skim a given reading selection to locate specific information. (Timed)

6. After skimming a reading selection, the learner will describe the way in which the material is organized and presented. (Timed)

4. Read for main ideas

1. The learner will locate in a given reading selection the sentence or paragraph containing its main idea.

2. After reading a textbook chapter or other factual selection, the learner will identify its most important facts without referring back to it.

3. After reading a selection, the learner will identify its main ideas without referring back to it.

5. Read for details

1. The learner will read a selection carefully to find specified information to answer specific questions.

2. Given a reading selection containing errors, the learner will proofread the selection and identify each error.

6. Locate summary sentences or paragraphs

1. Given a reading selection, the learner will locate its summary sentences or paragraphs.

2. The learner will describe when and why summary sentences or paragraphs can be helpful.

7. Increase reading rate

   1. The learner will read with left-to-right eye movement.

   2. Given a sentence or paragraph, the learner will divide it into phrases.

   3. The learner will read silently without pointing to each word or marking his place and without visible head or lip movement.

   4. The learner will demonstrate decreasing fixations per line without loss in comprehension as shown by periodic measures of number of fixations, and responses to questions on the content of a reading selection.

   5. The learner will demonstrate increasing reading speed without loss in comprehension as shown by periodic measures of speed of reading of given selections, and responses to questions on the content of these selections.

   6. The learner will read silently without subvocalization, as demonstrated by an absence of unnecessary movements of lips, tongue, or throat muscles.

8. Adapt reading rate to nature, purpose, and difficulty of material

   1. The learner will explain when and why his reading rate should vary with different materials and purposes for reading them.

   2. The learner will indicate appropriate reading rates and methods for designated materials and purposes for reading them.

9. Survey and identify organization of material

   1. The learner will survey given reading materials, and answer questions on the organization and format of the materials and on the author's method of presentation.

   2. The learner will explain the value of surveying materials before reading them.

10. Recall information.

    1. The learner will answer from memory questions about the main idea, important facts, and general content of a selection he has read.

    2. The learner will recite a given selection from memory.

    3. The learner will identify study aids to help in memorization and recall.

    4. The learner will write only major points or key words about a topic and use these notes to give an oral report on the topic.

    5. Given a set of directions, the learner will follow them from memory in the proper sequence.

    6. The learner will describe from memory a specified character, item, or event from a selection he has read.

    7. The learner will paraphrase from memory a selection he has read.

    8. The learner will identify from a list of events or ideas those contained in a previously read selection.

11. Appraise adequacy of information and evaluate sources for authenticity and reliability

    1. Given a selection containing facts and conclusions drawn from those facts, the learner will explain whether or not the facts warrant the conclusions.

    2. Given a passage with a quotation and its reference, the learner will locate the reference and explain whether it has been justly quoted or whether its meaning has been distorted by taking it out of context.

    3. Given a selection followed by ques about its content, the learner wi state whether the information gi adequate to answer each questi

4. Given statistical information (graph, table, census data, averages) and generalizations or conclusions drawn from the information, the learner will identify those which are warranted and those which are unwarranted or false assumptions.

5. Given a selection expressing an opinion, the learner will state whether the author adequately substantiates his opinion with facts or logic, and will justify his answer.

6. The learner will explain why it is often unwise to use one source or one type of source to obtain information on a current event, historical event, or controversial topic.

7. The learner will use more than one source when seeking information on controversial issues, doing reports, or writing research papers.

8. The learner will explain the criteria he would use for choosing sources from which to obtain specified information.

E. Organize Materials

1. Sequence information

1. The learner will arrange items (bibliography entries, index entries, etc.) in alphabetical order.

2. Given a scrambled set of sentences which make up a paragraph or passage, the learner will arrange them in logical order.

3. Given a list of items or events from a familiar reading selection, the learner will sequence them in the order of their occurrence in the selection.

4. Given a scrambled list of dated or familiar historical events, the learner will put them in chronological order.

5. Given an incomplete series of items, data, or events in sequential order, the learner will fill in the missing parts.

6. The learner will arrange main ideas for an oral or written report in logical order.

2. Classify information according to identifiable rationale, criteria, or system

1. Given class concepts, the learner will identify members.

2. Given class members, the learner will identify classes to which they belong.

3. The learner will classify data according to an identifiable rationale or system.

3. Write summaries

1. The learner will identify the main idea of a reading selection.

2. The learner will summarize the content of a reading selection.

3. The learner will summarize a class discussion or lecture.

4. The learner will summarize a school play, film, or program.

5. The learner will summarize a personal experience.

4. Take notes

1. The learner will identify the features of good notes (e.g., brief, clear, neat).

2. The learner will identify the meaning of certain techniques used in note-taking (e.g., underlining, circling, numbering).

3. The learner will take notes on a given reading assignment according to indicated criteria (concise, numbered, abbreviated, comprehensive, etc.).

4. During a class discussion, the learner will take notes according to indicated criteria.

5. The learner will explain the value of taking notes and reviewing them as soon as possible after they are taken.

6. After reviewing his notes on a subject, the learner will summarize them.

5. Construct outlines

1. Given a reading assignment and its major topics, the learner will write the appropriate subtopics under each.

2. The learner will identify the series of numbers and letters and the format commonly used in an outline.

3. The learner will describe the value and use of outlines as a study aid.

4. After taking lecture notes, the learner will put them in outline form.

5. The learner will write an outline of a reading assignment.

6. Make charts, graphs, tables, and diagrams

1. The learner will identify the most appropriate form for illustrating given data (table, chart, graph type or diagram) and explain why.

2. The learner will use given data to construct a graph, table, diagram, or chart.

3. Given a single set of data, the learner will construct a bar graph, a circle graph, and a line graph.

7. Construct bibliographies

1. Given books, magazines, and/or articles, the learner will list them in bibliographical form.

2. The learner will prepare biliographies to accompany his research reports and assignments, or for the class to use as a reference.

8. Construct footnotes

1. The learner will list given books as they would appear in a footnote.

2. The learner will include footnotes where appropriate in his papers and reports.

9. Construct tables of contents

1. Given a book, magazine, or pamphlet with the table of contents concealed, the learner will make an appropriate table of contents for it.

2. The learner will make tables of contents for his research reports, or collections of his compositions, book reports, or other works.

10. Apply location and study skills to materials of personal interest independent of class requirements

1. The learner will indicate that he uses the library card catalogue to locate materials.

2. The learner will often include graphs, charts, tables maps and/or diagrams to illustrate assigned research reports.

3. The learner will list and find the meaning of unfamiliar words.

4. The learner will volunteer to make wall maps, charts, graphs, tables, or diagrams for class projects or school activities.

5. The learner will indicate that he uses newspapers and magazines as a source of information.

6. The learner will indicate that he helps to read road maps when traveling by car.

7. The learner will indicate that he carefully reads and follows the directions given for games and hobbies.

8. The learner will indicate that he frequently takes notes during lectures and class discussions, from reading assignments, and when doing research for projects and papers.

9. The learner will indicate that he skims and surveys reading materials when appropriate.

10. The learner will indicate that he practices the speed reading techniques he has learned.

11. The learner will indicate that he applies the memory techniques he has learned.

12. The learner will indicate that he organizes personal items and school work systematically.

13. The learner will indicate that he uses the library frequently to find materials of personal interest and information on subjects being studied in class.

14. The learner will indicate that he independently uses reference materials for specific information, solutions to specific problems, verification of data when doubtful, and as an aid to study.

11. Utilize a personal checklist to evaluate progress

1. The learner will record on a chart or graph his progress in various school activities.

2. The learner will sum the hours he spends per week on sleeping, grooming, meals, classes, study, etc. and make a table or graph describing this information.

3. The learner will evaluate his chart of daily activities and explain whether or not he spends an appropriate amount of time on each activity.

VI. Reading in the Content Areas

A. Reading in Literature

1. Recall title, author's name, and important details

   1. Given a selection from a familiar literary work, the learner will identify the author or the title of the work.

   2. Given a selection from a familiar literary work, the learner will identify the speaker, the person spoken to, or the person or object being described.

2. Identify characters and describe characterization

   1. Given the title of a literary work, the learner will identify the main character.

   2. The learner will write a character analysis of a selected main character from a given literary work.

   3. The learner will explain the importance of a selected minor character to a given literary work.

   4. The learner will explain how the traits of a selected character are revealed in a given literary work.

   5. The learner will define terminology associated with the study of characterization.

   6. The learner will explain why a specified character in a given literary work acted as he did in a specified situation, or why the character held certain attitudes.

   7. Given two characters similar in certain respects from the same literary work or from different works, the learner will identify their similarities and differences

3. Describe plot and structure

   1. The learner will define terminology associated with the study of plot and structure.

2. The learner will write a brief plot summary of a given literary work.

3. The learner will identify the protagonist, antagonist or the conflict of a given literary work.

4. The learner will identify or discuss specified structural elements of a given literary work.

5. Given the titles of two literary works with similar plots, the learner will identify their similarities and differences.

4. Describe setting

1. The learner will identify or discuss a setting of a given literary work.

2. The learner will identify the means used by the author to establish the setting of a given literary work.

3. The learner will define terminology associated with the study of setting.

4. Given the titles of two literary works with similar settings, the learner will identify their similarities and differences.

5. Describe literary devices and techniques

1. The learner will identify examples of syntactical or mechanical deviations from standard construction in given passages from a literary work.

2. Given a passage from a literary work with deviations from normal syntax or mechanics, the learner will explain the effects of the deviations on the selection as a whole.

3. The learner will identify the point of view used in a given literary work.

4. The learner will explain the effects of point of view of a given literary work.

5. The learner will identify regular and irregular patterns of sound in given poems.

6. The learner will explain the effects of a repetitive sound on a given poem as a whole.

7. The learner will identify important chronological, structural or spatial techniques in a given literary work.

8. The learner will explain the effects of specified chronological, structural or spatial techniques in a given literary work.

9. The learner will define terminology associated with the study of literary devices and techniques.

6. Describe symbolism and figurative language

1. The learner will identify figures of speech in a given literary work.

2. The learner will explain the effects of the figurative language in a given literary work.

3. Given a literary work or a passage from a literary work in which one image dominates, the learner will identify the image and explain how it is developed throughout the work or passage.

4. Given a literary work whose theme or conflict is represented symbolically, the learner will explain the symbolism and how it operates in the work.

5. The learner will define terminology associated with the study of symbolism and figurative language.

7. Describe diction, usage, and tone

1. The learner will identify the tone of a given literary work.

2. The learner will explain how the tone of a given literary work is established.

3. The learner will explain how the diction of a given literary work or passage contributes to the work or passage as a whole.

4. Given a literary work or passage in which the level or levels of usage play a significant part, the learner will identify the level or levels and explain the significance of the usage.

5. The learner will define terminology associated with the study of diction, usage, and tone.

8. Describe theme

1. The learner will identify the theme of a given literary work.

2. The learner will explain how the theme of a given literary work is established and developed.

3. The learner will describe the similarities and differences in theme in two given literary works with similar themes.

9. Describe genre

1. The learner will identify examples of the major genres of literature.

2. The learner will identify examples of forms within the major genres, such as epics, ballads, and lyrics as forms of poetry.

3. The learner will describe the conventions of a given form.

4. The learner will define terminology associated with the study of genre.

10. Evaluate author's purpose, values, theme, relevance, effectiveness

1. The learner will describe the values expressed in a given literary work and the means by which these values are expressed.

2. The learner will state his personal judgment of the author's values in a given literary work.

3. The learner will state whether or not the author of a given literary work expressed his purpose effectively and will give reasons for his judgment.

B. Reading in Social Sciences

4. The learner will state whether or not he agrees with the author's statement or theme as expressed in a given literary work and give reasons for his judgment.

5. The learner will state whether or not a given literary work was relevant or meaningful to him and will give reasons for his judgment.

1. Define terminology commonly used in social sciences

1. The learner will define terms and abbreviations commonly used in the study of the social sciences.

2. Recognize order and sequence

1. The learner will identify the order in which a designated series of events occurred.

2. The learner will identify the minor events which led to a major historical event.

3. Identify cause and effect relationships

1. Given a social science passage about a major historical or current event, the learner will identify or discuss the causes which provoked or precipitated the event.

2. Given a social science passage about an historical event or phenomenon, the learner will identify or discuss its effects.

3. Given a passage, article or editorial concerning a contemporary problem or recent event, the learner will identify or discuss possible outcomes or future consequences.

4. Given reading material about a current issue or problem, the learner will identify the outcome he considers most favorable and explain why.

5. The learner will discuss the difficulty in determining certain direct cause and effect relationships when studying social or historical phenomena.

4. Make inferences and generalizations

   1. Given a reading selection such as a doctrine, law or ammendment to the Constitution, the learner will identify its practical implications or applications.

5. Analyze problems and propose solutions

   1. Given current social, political or economic problems, the learner will identify from among several solutions the one which he considers the best and explain why.

   2. After reading about a current social, political or economic problem or a controversial issue, the learner will propose a reasonable solution to the problem.

   3. Given an article or editorial in which the author presents his views about how a current problem should be solved, the learner will explain why he agrees or disagrees with the author.

6. Compare and contrast facts and opinions

   1. Given reading selections on an historical problem, event or movement, and on a similar current problem, event or movement, the learner will identify the similarities and differences.

7. Select and read social science materials of personal interest independent of school requirements

   1. The learner will indicate that he regularly reads newspapers and news magazines.

   2. The learner will indicate that he reads and enjoys historical books and novels.

   3. The learner will indicate that he frequently reads and enjoys books and articles about politics, social issues, different peoples and cultures, etc.

C. Reading in Science

1. Define terminology commonly used in science

   1. The learner will identify the meaning of terms commonly used in the study of science.

2. Identify main ideas and major concepts

   1. Given a written description of an experiment, the learner will identify its main idea or purpose.

3. Identify details

   1. The learner will identify in a given reading selection the observations or procedures made in testing or studying a designated hypothesis, prediction or problem.

4. Recognize order and sequence

   1. Given a science reading selection about natural phenomena occurring in sequence, the learner will identify the sequence in which the phenomena occur.

5. Infer cause-and-effect relationships

   1. Given a passage about a physical or biological phenomenon in which the causes of the phenomenon are only implied, the learner will identify these causes.

   2. Given a list of explanations for various natural phenomena, the learner will identify those explanations which are based on superstition or folklore, and those which are scientifically sound.

   3. Given a passage about a natural phenomenon in which the effects of the phenomenon are only implied, the learner will identify those effects.

   4. Given a passage about the technological applications of a scientific discovery, the learner will identify the actual or possible effects of such an application.

5. Given a passage about experimental findings, the learner will identify the possible implications or consequences of the findings.

6. Based on information obtained in given reading selections, the learner will make a reasonable prediction about the outcome of an experiment.

6. Distinguish fact from opinion, hypothesis, and theory

1. The learner will identify given statements as hypothesis, theory or scientific law.

2. The learner will identify in a given magazine or newspaper an article on a recent scientific development or discovery, the hypothesis proposed, the facts it is based on, and the opinions of the scientist(s) involved.

7. Relate present reading to current problems

1. After reading about a recent scientific experiment or discovery, the learner will identify specific ways of applying this knowledge to improve our life style or to solve current problems in technology, medicine, ecology, etc.

2. The learner will apply knowledge gained in readings on science to identify or suggest possible solutions to current problems.

3. The learner will locate and discuss reading selections about how science and technology have contributed to the destruction or defacement of the environment or endangered human life.

4. The learner will locate and discuss reading selections about how the same scientific discovery can be used for both constructive and destructive purposes.

5. The learner will locate and discuss reading selections about discoveries in pure science and how they have contributed to applied science and improved our life style.

8. Select and read science related materials of personal interest independent of school requirements

    1. The learner will indicate that he reads science news in periodicals and newspapers.

    2. The learner will indicate that he frequently reads science-related materials independent of classroom requirements.

D. Reading in Mathematics

1. Define terminology commonly used in mathematics

    1. The learner will define terms and symbols commonly used in the study of mathematics.

2. Identify the problem

    1. Given a word problem, the learner will identify the mathematical concept involved.

3. Distinguish between relevant and irrelevant information

    1. The learner will identify information which is essential and information which is unnecessary to the solution of a given word problem.

4. Make generalizations

    1. Given a reading selection explaining a math concept, process or principle, the learner will explain how the concept, process or principle can be applied to solve math problems.

    2. The learner will identify ways in which math can be useful in daily life.